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Concordia University–Portland

College of Education

Doctorate of Education Program

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Understanding Challenges in Modern Police Leadership:
A Multi-Case Study of Procedural Justice Reform Leadership

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Concordia University–Portland
College of Education

Dissertation submitted to the Faculty of the College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education in
Transformational Leadership

Julie McCann, Ph.D., Faculty Chair Dissertation Committee
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Concordia University–Portland

2020

Abstract

This multi-case study examined the experiences of leadership in police departments currently focused on implementation of reform through the lens of procedural justice. The study collected the experiences of six leaders in a single department who have leadership responsibilities over other officers. The study sought to understand the common challenges, barriers and elements that contributed to the success of shifting paradigms and behaviors in a department focused on building trust and legitimacy with the community they serve. Based on interview data, the participants in this study identified key areas of consideration for the implementation of procedurally just reform. The four key areas included the importance of formalized education, the role of character, the need for on-the-job modeling, and finally the consideration of time in the realization of reform efforts. The identified themes create an understanding of the most important elements in creating a strategy for reform implementation. The themes are reflective of the identified need for officers to understand and ultimately adopt procedural justice as a foundational principle for policing. The experience of subjects in this study further supports and enhances the recommendations made by the 2015 President's Task Force on 21st Century Policing and provides firsthand accounts of the movement from policy recommendation to action.

Keywords: procedural-justice, policing, police-reform, police strategies, police leadership

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Chapter 1: Introduction

Introduction to the Problem

Police interactions with the community are under constant scrutiny. In response to several high-profile instances of a disintegrating interactions between police and local communities, the question of how to improve the integrity of our criminal justice system looms large. Even before the completion of the President's Task Force on 21st Century Policing in 2015, police leaders faced the urgent challenge of departmental reform. The findings of the Task Force, and corresponding 59 recommendations, provided an essential roadmap to shifting the dialogue around police and community and improving the overall relationship between the two. The first pillar identified by the Task Force includes a focus on building trust and legitimacy through the adoption of procedural justice as the guiding principal for police interactions both internally and externally (President's Task Force, 2015).

Despite the Task Force's well-articulated call to action for procedural justice as a guiding principle, only a small amount of literature and research is available to help leaders navigate the implementation of this complex organizational reform. While the case for procedural justice as central to gaining legitimacy is strong, far less literature exists specific to the understanding of how to tactically create reform in a department using procedural justice as the central guiding principle. To bridge the gap between theory and implementation, literature documenting the leadership experience is essential. Sharing information across leaders and departments can help to aid in the navigation through this complex organizational reform. Sharing experiences also affords leaders the opportunity to better navigate the tactical strategies available to address reform issues. These shared experiences create a catalogue of tried and tested methods that have impacted the success of other leaders. The absence of these shared experiences slows the process

of reform implementation and adoption by preventing the creation of best practice resource. Best practices are defined as procedures based on research and experience that produce optimal results and can be used as a standard widespread adoption (Merriam-Webster, n.d). Best practices, when crafted and used widely can help to expedite and influence change across the institutional landscape. This study was designed to increase the body of knowledge related to police leadership during procedural justice focused organizational reform and to make leadership experience and best practices more widely available.

Background, Context, History and Conceptual Framework for the Problem

Sir Robert Peel is commonly referred to as the father of modern policing (Jones, 2017). His principles of policing influenced the establishment of the London Metropolitan Police force in 1829 and include important insights into the relationship between police and community. The relationship between police and community is even more important in American police departments as a distinct feature of the American policing system is the decentralization of policing to local governing bodies (President's Task Force, 2015). While many foreign countries approach to policing includes federal oversight, American policing is made up of localized governance. This feature can be both a key strength and weakness of the American system as this decentralized approach to police governance creates room for variations in ethical and professional practices.

A style of policing known as community policing began in the 1960s as a response to a perception that police were failing to stop crime and keep people safe (Demrkol & Nalla, 2017). Community policing is a term that is used to describe a type of policing where community residents and police work collaboratively to create public safety. It centers on the bi-directional responsibility for lawfulness and the role that the community engagement plays in creating

acceptance of policing. Community can be defined by a number of different attributes including geography, race or other unifying features. The term community policing is intentionally ambiguous in order to allow for interpretation of the concept of community and serves as an umbrella for identifying the general partnership between people and police (Goldstein, 1987). In 2015, the President's Task Force on 21st Century Policing reignited the focus on the relationship between community and police and the practices used to ensure strong relationships between the two. The Task Force identified key opportunities to reform policing strategies and crafted 59 key recommendations targeted at improving policing in the United States. Among the 59 recommendations produced from the Task Force, the first pillar focuses on trust and legitimacy between police and the community (President's Task Force, 2015). The Task Force identified that achieving trust and legitimacy requires an increased use of policing strategies known as procedural-justice, to ensure strong bonds between police departments and the communities they serve.

The findings of the President's Task Force aligned with the increasing demands of communities for policing reform. Through their reporting and sharing of information, the media also plays an important role in the increased awareness of the issues surrounding police interactions with the community. Demirkol and Nalla (2017) indicate that when community policing strategies are implemented, a generally positive response is garnered by the community, along with positive decrease in crime rates. While research supports the concept of implementation of community policing policies and strategies, there is a clear gap in the understanding of how to help lead organizations from current state policing practices, largely based on historical behaviors and authoritative right to influence, to new and improved approaches to policing and community interactions. While community policing is based on the

role that communities play in building policy and culture, procedural justice is a philosophical approach to policing that is more in line with creating trust and legitimacy through shifts in mindset and behavior. As police leaders implement procedural justice principles throughout their departments in both policy and procedures, little is captured in the form of understanding the challenges that those leaders face when attempting to implement the theoretical reform. The purpose of this study is to capture the stories of those leaders and to fill the void of first-hand experiences in leading a department through the changes associated with procedural justice-based reform.

The conceptual framework used for this study is an approach to understanding the leadership challenges of implementing the Task Force recommendations by examining experiences across four key areas: police reform, procedural justice-based policing, police leadership and occupational culture. Independently, each of these four key areas act as a stand-alone component of policing that has significant research and literature available. When examined together, these four areas provide direction and understanding of the elements that influence police attitudes, beliefs and culture as well as the policies and procedures that make up department operations. Chapter 2 examines the Task Force report as well as specific literature and studies related to these four subsets of focus. The relationship between the key focus areas provides a foundation for understanding the context of individual leadership experiences in procedural justice-based reform efforts. Context plays an essential role in identifying and understanding the areas of challenge for leaders.

Statement of the Problem

As an increasing number of police leaders may begin to grapple with the demands for change in the philosophical approach to policing, little information is available to help these

leaders learn from those who have gone before them. To achieve reform, leaders must institute transformational change into their departments that breaks historical practices and approaches to policing and creates a paradigm shift in the minds of both officers and community members. Reframing a departmental approach to policing requires that leaders examine the systems, policies and procedures and redefine or recreate them. The recommendations of the 2015 President's Task Force on 21st Century Policing call for change aligned with the implementation of foundational principles related to procedural justice. This effort is centered around shifting the understanding of the core of policing from the enforcement of the law into an approach police legitimacy that is based on trust. Creating legitimacy and trust is encouraged through the implementation of policing procedures and policies that intentionally build relationship with the community and distribute the authority and influence across both stakeholder groups. This study addressed the absence of rich leadership experiences that illustrate the approaches taken to adopt and implement procedural justice reform and the successes and failures that correspond to those approaches.

Purpose of the Study

The purpose of this study was to uncover and document the individual experiences of police leaders who have been tasked with procedural justice-based reform as a result of their departmental commitment to change. The study sought to uncover patterns and commonalities among the topic of leadership challenges, which are documented for future leaders who will also seek reform in their respective departments. The study was focused on a single police department, with a multi-case approach that spans the different roles in leadership.

This qualitative, multi-case study was chosen to allow for the emergence of common themes across department leadership roles and for the researcher to explore differences and

similarities between experiences (Baxter & Jack, 2008). Multi-case study allows the researcher to capture the experiences of multiple leaders and to triangulate the findings to create thematic inferences about problems, challenges, strategies and solutions. The multi-case study was designed to examine the varied leadership roles in a police department undergoing reform changes related to a social science approach to policing known as procedural justice. This approach directly addressed the contextual variance internal to the department based on such factors as geography and assignment. The multi-case study design provided an opportunity for participants to share their individual experiences as they related to leadership reform efforts while also allowing for an understanding of thematic challenges and opportunities that departments face when undergoing this type of reform.

Research Question

The research question for this study is centered on an essential research inquiry: What are the challenges that police leaders face when implementing procedural justice reform initiatives? The question calls for the examination of the experiences of individual police leaders who have been tasked with leading their departments through changes focused on procedural justice reform. The question is inclusive of understanding specific practices and strategies and the opportunities, victories and challenges they experience as a result of the implementation of these strategies.

Rationale, Relevance and Significance of the Study

Rationale. Policing in the U.S. is a topic under high scrutiny. Increasing media coverage has focused on instances of police brutality and the overall relationship between police and the communities they serve. The 2015 President's Task Force on 21st Century Policing served as a call to reform, one that recommends over 59 tactics for police change including the focus on trust and legitimacy through the use of procedural justice based policing strategies. While the Task

Force report and its theoretical approach to reform is well-defined, the actions that will bring about reform are not clearly tangible or actionable. Recommendations made by the Task Force span six pillars, the first pillar being tied to building trust and legitimacy (President's Task Force, 2015). Within the first pillar a series of nine recommendations are made that center on the guiding principle of procedural justice. These recommendations are broad and do not provide tactical recommendations beyond suggestions like "law enforcement culture should embrace a guardian mindset to build trust and legitimacy" (p. 11). The work of the Task Force only alludes to the types of changes that will be necessary to shift the policing paradigm to a procedurally just mindset. The implementation of procedural-justice into policing is a wider approach to policing and police/community relationships that includes policies, strategies, procedures, and other elements that make up a procedurally just practices. This study was necessary to help establish tactical elements of a reform effort, including how the recommendations of the Task Force could be implemented.

Relevance. The literature that examines the topic of policing strategies related to procedural justice is heavily focused on the improved perceptions of the community when procedural justice-based policing is implemented (Sunshine & Tyler, 2003). With literature focused on improved police legitimacy, the connection between theory and practice proves to be a weak link. The validation of current studies of the procedural justice approach are essential for making the case for a directional change but fail to provide information on the tactical experiences of leaders implementing the reform. The objective of this research is to understand what common themes arise among leaders and the strategies used to implement procedural justice-based reform. By profiling leaders in an organization currently undergoing this transformation, it will be possible to analyze similarities and differences between leader

experiences and to gain deeper insight into the challenges experienced by these individuals in their leadership roles.

Significance of the study. The results of this study may provide police leaders who are tasked with procedural justice-based reform with insights on challenges that arise as reform strategies are developed and implemented in their own departments. This study may also provide future and current leaders with strategies that can be used to either mitigate identified challenges or create organizational atmospheres that are conducive to the adoption of change in policy and procedure. This study provides insight into the specific activities that can be undertaken to realize the goals of improved trust and legitimacy through the implementation of procedural justice as a guiding principle. As leaders and communities grapple with the questions of police/community relationships and procedural justice-based reform efforts continue to expand in police departments throughout the United States, the knowledge gained from this study may serve as a resource for both leaders and researchers.

Definition of Terms

Policing. The act of policing applies to the actions, procedures and processes used by the police to maintain order in their given geographical jurisdiction (Merriam-Webster, n.d.).

Community policing. Made popular in the 1960's community policing is an approach to policing that directly recognizing the role that the community has in the creation and implementation of policing policies and practices. Community policing stresses the co-ownership of responsibility to maintaining lawfulness and the shared burden of accountability across both police officers and community members (Nix, 2015).

Police legitimacy. The concept of police legitimacy is the degree to which members of the public are willing to obey the law and cooperate with police. It is tied to the degree of

cooperation and support for police and the overall view of the right of police to enforce the law or fight crime (Tyler & Sunshine, 2003).

Procedural justice. Within this study the term refers to a guiding principle in policing based on social science approaches that focus on the “degree to which people feel they have been treated fairly, given a voice, feel they have been treated with dignity and respect by authorities, and feel they have been dealt with in an impartial manner during a personal encounter with authorities” (Tyler, 2006 p. 10).

Policing reform. This study refers to the topic of policing reform throughout. The concept of police reform is centered on the evolution of operational systems related to policing practices, policies and culture and the systematic changes that are imposed within a police department (Weitzer, 2015)

Police leadership. Police leadership recognizes the role of sworn officers in a police department who have responsibilities that include supervision over other officers. While many recognized leaders have roles that do not involve direct oversight of officers, for the purposes of this study, police leadership references only those officers with supervisory responsibilities (Kingshott, 2009).

Occupational culture. This study focuses on the unique cultures that arise when groups of people share similar experiences related to specific types of occupations. In the case of policing, occupational culture is borne out of extreme circumstances and experiences that may not be relatable to everyone (Chan, 1997).

Procedural justice-based reform. Procedural justice-based reform is the approach to police department reform that is based on the revision of policies and procedures through the lens of procedural justice. The focus of these efforts is in restoring trust with the community and

building relationships and bridges between the police and the communities they serve (Tyler, 2006).

Summary

Police reform remains an ongoing area of societal concern. Even with recommendations regarding the best ways to approach policing, institutional change has proven difficult and slow to implement. While an abundance of information is available regarding reform, the area of reform leadership is underrepresented in the research. Research that shares departmental leadership experiences through reform efforts is necessary to continue to establish a set of best practice insights. Documenting leadership experiences creates the opportunity to identify best practices that can later be replicated by other leaders facing similar problems. This multi-case study will provide insights into the journey of police leaders moving through the different strategies, as well as the challenges and opportunities encountered along the way of leading procedural justice reform efforts.

The following chapter examines the literature related to four key areas within policing: procedural justice policing, police leadership, police occupational culture and police reform. These key areas span the elements required for a departmental reform effort. Within each of the key areas are the subtopics that shape the culture of a police department and the foundational elements that are important to understanding the path of change and transformation. The literature review includes an overview of pertinent and seminal research in these areas. Finally, Chapter 2 includes the review of the methodological research.

Chapter 2: Literature Review

Introduction to the Literature Review

In December 2014, President Barack Obama convened a Task Force to examine the state of modern policing. This action was created directly in response to a series of publicized killings of young African American men at the hands of the police (Weitzer, 2015). The goals of this Task Force included an examination of policing strategies, cultural and community issues, and an overall attempt to respond to the imperative for change. The results of the Task Force were 59 recommendations across six key pillars identified as the key components of bringing about an improved state of police and community interactions through ongoing police reform. The first pillar centers on building trust and legitimacy using the implementation of procedural justice as a guiding principle in both policy and practice. In the context of policing, procedural justice is a guiding principle focused on ensuring that interactions between police and members of the community are conducted in ways that emphasize voice, neutrality, trustworthiness and respect (Mazerolle et al., 2013). In the 5 years since the President's Task Force released its recommendations, a number of police departments have attempted to implement these recommendations and create a preliminary understanding of the practical implementation challenges. This study examined the challenges facing implementation of the first pillar of Task Force recommendations within a modern, metropolitan police department. Specifically, this study used the lens of police leadership to understand the strategies used and challenges with implementation of the recommendations related to the topic of procedural justice.

This study addressed a key gap in the literature around policing reform and the leadership experience. The absence of data related to leadership experiences while implementing reform based on procedural justice creates a void of knowledge that could help to develop leadership

best practices in this area. This study was designed to collect data that can better define the challenges that police leaders face when attempting to shift policing paradigms and bring about reform through the lens of procedural justice. The subjects used for this study were identified as police leaders in a department actively attempting to implement the strategies and recommendations of the Task Force. The subjects' experience in this area enabled them to articulate the challenges faced, successes and accomplishments and ongoing areas that need to be addressed as the department works to create reform throughout its policy and practices.

In this chapter, a review of the seminal literature focuses on both the President's Task Force recommendations and the four key elements of police organizational transformation: police leadership, police culture, police reform, and procedural justice-based policing. Following the introduction of the key concepts of police occupational culture and procedural justice, a conceptual framework is provided to include the significance of this research. Following the conceptual framework is a review of the literature that speaks to each of the four key elements, including significant historical milestones in approaching each topic. The chapter concludes with a critique of the existing literature and a final summary.

Conceptual Framework

The application of recommendations of the President's Task Force on 21st Century Policing occur within the context of policing. The Task Force recommendations center across six pillars. Within these pillars are several human based components of transformation, as well as operational components. There are several important components to understanding the state of modern policing. A historically strong and legendary occupational culture, police leadership challenges, theoretical approaches to policing, and a call for overall policing reform are all components that combine to create the context of current policing practices and approaches.

Independently, each of these elements offer key insight into the evolution of policing practice and have an abundance of research demonstrating their contribution to the topic. Opportunity exists within the literature to understand how these areas interact with one another. This study examined the leadership experience resulting from the interdependencies between police reform, police leadership, procedural justice policing and police occupational culture. The study sought to bring understanding to the combined impact of these components in leading a reform effort focused on the realignment of police policy and practices using procedural justice as a guiding principle.

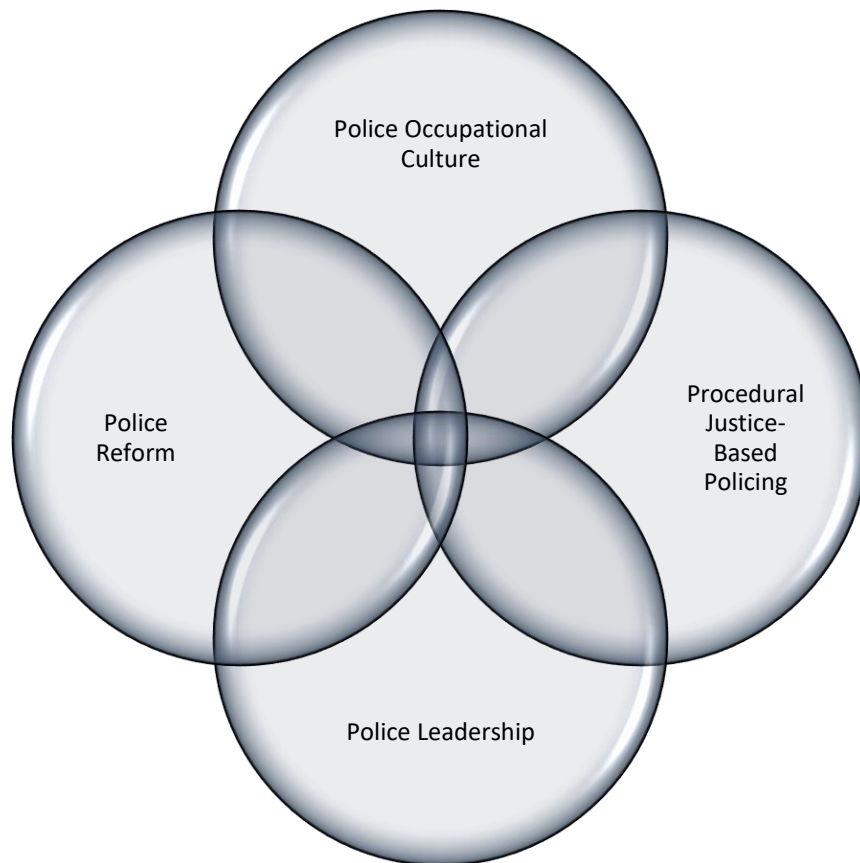


Figure 1. Four key components of police transformation.

Unique to policing in the United States, the governance structure of police departments is decentralized. While this can be a key strength to allow room for localized context, in the study of policing as a whole, the decentralization requires a researcher to deconstruct the elements that make up the context of policing in a particular department. Separately each of the four components (see Figure 1) are relevant to understanding the challenges that police culture and leadership face during times of transformation. Each subtopic holds significant insight into the current state of policing as well as the historical journey to today. Additionally, these subtopics offer information into potential areas of opportunity or challenge that may need to be addressed to continue to evolve policing departments to align to new operational strategies. Combined, these four components create holistic picture of the challenges and opportunities facing our nation's police departments as they seek to evolve. At a time in history where the call for police reform is a topic of paramount importance and focus, understanding that change is slow and difficult will create a space for constructive collaboration and innovative solutions to modern and complex challenges (Tyler, Goff, & MacCoun, 2015).

Police occupational culture. Culture is defined as “the customary beliefs, social norms, and material traits of a racial, religious, or social group” (Merriam-Webster, n.d.). The nuanced understanding of culture as it relates to people who are dedicated to the same profession is identified as occupational culture and offers additional understanding into the “language, morals, outlooks, beliefs and traditions” associated with that profession (Psychology Dictionary, 2018). In traditional policing culture, a focus on hypermasculinity is frequently identified (Lynch, 2017). Additional elements to police occupational culture include the influence of paramilitary-based organizational structure and what is known as a blue-code, or close comradery and protectiveness between colleagues (Loftus, 2010, Westmarland & Rowe, 2016). In policing, the

notion of occupational culture is particularly important because it helps in understanding the relationship between culture and behavior as the manifest of attitudes towards the public that ultimately inform conduct of police officers (Loftus 2010, Manning 1977).

Police culture “encompasses the images officers have of their role, along with their assumptions about the social world which subsequently underpins and informs conduct” (Manning, 1977). There is abundant research on the topic of police culture that characterizes the challenges police face. Chan’s (1997) study of police culture resulted in the creation of an interactive model of understanding police practice. Chan’s framework utilized a foundation created from non-police specific theorists Sackmann (1991) and Shein (1985). Chan’s theoretical framework for understanding police culture is cited repeatedly throughout updated and recent literature related to policing culture (Chan, 1997; Loftus, 2009; Manning, 1998; O’Neill, 2016). Chan’s theory built a structure of understanding rooted in the concept that police culture is equal parts the knowledge built and shared by officers and other stakeholders and the historical, social, and interactive features of police culture. In specific policing groups, the combination of experiences and documentation help to create the picture of culture. Additionally, by understanding the precise origins of culture, clues for effective transformation or change can be gleaned (O’Neill, 2016).

Police reform. In the 1960s, police reform included various plans for improving community/police relations and the overall approach to lawfulness by the police departments and officers. Three distinct areas of reform approach emerged including policing strategies, policing standards, and management (Bayley, 2006). Throughout the following decades, attempts at innovations and change in policing have largely been influenced by those outside of the sworn police ranks (Bayley, 2006). Reform continues to be a topic of interest, as evidenced by the

President's Task Force, and there has been a governmental call to continue the examination of policing improvement in the United States (Weitzer, 2015).

Police leadership. Examining the challenges that face police leadership, including managing in top-down autocratic cultures, is important to understanding the unique barriers to the adoption of reform strategies. Police leadership-focused studies include examinations of style, gender roles, and the call for innovative approaches to leadership (Kingshott, 2006; Kingshott, 2009; Silvestri, 2007). Examinations of leadership typically correlate with the reform imperative. Recurring themes of transformational leadership practices at top executive levels in the police department have affected the ways in which police officers identify and are empowered to complete their duties (Steinheider & Wuestewald, 2008). The leadership of police directly impacts the communication, implementation, and adoption of reform strategies.

Procedural justice. Procedural justice as a policing framework establishes and recognizes the relationship of trust in the community with policing, creating legitimacy, and increasing recognition of authority and lawfulness (Tyler, 2006). Procedural justice has recently gained visibility in the world of policing due to a call for action in building relationships between police and community in hopes of increasing lawfulness and reducing the need for lethal force in police/citizen interactions (Tyler et al., 2015). Strategies of policing have been defined and shaped since the existence of policing authority. Procedural justice is rooted in the psychological sciences with ties to how individuals perceive of fairness and legitimacy in their interactions with others. Applied in policing, the concept of procedural justice addresses the relationship between community and police and the overall legitimacy of law enforcement (Tyler et al., 2015). The introduction of procedural justice was intended to help move the discourse from specific policing

strategies to the relationship of police with the communities they serve (Tyler et al., 2015).

Procedural justice enhances the focus on understanding police legitimacy and is defined as:

degree to which people feel they have been treated fairly, given a voice, feel they have been treated with dignity and respect by authorities, and feel they have been dealt with in an impartial manner during a personal encounter with authorities. (Tyler, 2006, p.10)

Approaching the literature thematically through the lenses of police occupational culture, police reform, police leadership, and procedural justice-based policing allows for a deeper understanding of the intricate parts that create the policing context. The navigation of these four subsets allows for a researcher to further contextualize the fundamental challenges to police department transformation. It is within this framework and connections of these four areas that the story of true change can be identified, understood, and potentially replicated.

Review of Research Literature and Methodological Literature

The literature review for this study can be conducted across five major categories that tie to the conceptual framework. The literature review is inclusive of the President's Task Force Findings and an examination of findings related to procedural justice based policing, police occupational culture, police reform and police leadership. In addition to navigating the content of the different areas of focus an examination of the research creates an understanding of the gaps as they relate to the literature. Numerous studies can be found in each of the conceptual framework areas, with this literature being intentionally limited to examine literature and seminal studies. While each area of review contains significant understanding to a component of research question the intersections between the contents of the literature are most likely to reveal a more

holistic picture of the challenges facing modern police leaders implementing procedural justice based reform.

President's Task Force findings. Any study on modern policing in the United States would be incomplete without an examination of the 2015 President's Task Force findings. This report is the result of an executive order establishing a Task Force charged with identifying best practices and creating recommendations on policing practices that both improve relationships between police and community and reduce crime. The report was created by an 11 member Task Force who met over the course of two months and included the examination of existing literature, a series of public listening sessions, and number of written testimonies. Members of the Task Force included those who currently serve in law enforcement, advocates and members of the general public as well as academics who study policing in the United States. The results of the Task Force align across six pillars that include; "Building Trust and Legitimacy, Policy and Oversight, Technology and Social Media, Community Policing and Crime Reduction, Officer Training and Education, and Officer Safety and Wellness" (President's Task Force, 2015, p. 1). The six pillars include a total of 59 recommendations and two overarching recommendations (see Figure 2). The recommendations of the Task Force including the repeated encouragement on inclusion of procedural justice principles as the basis for policing policy and reform.

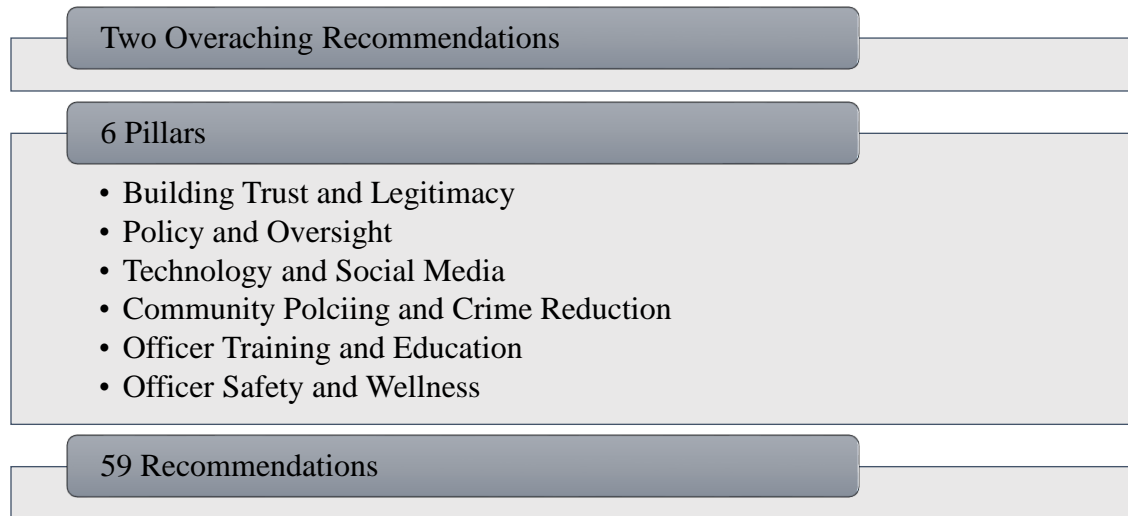


Figure 2. President's task force recommendations.

Procedural justice-based policing. Procedural justice as a guiding principle for policing is focused on the relationship between the police officers and the community members they serve (President's Task Force, 2015). Procedural justice is centered on the ideas that police legitimacy is derived both from a public who recognizes the right of police to enforce the law and the desire to enable those efforts. (Bond, Murphy & Porter, 2015; Sunshine & Tyler, 2003; Tyler et al., 2015; Nix, 2015). In addition to the source of legitimacy, procedural justice examines the relationships between fairness, authority, and public perception. Overwhelmingly, the research indicates a strong relationship between perception of fairness and overall reception of policing (Sunshine & Tyler, 2003, Tyler & Lind, 1988; Tyler & Huo, 2002).

The results of increased positive perceptions of police legitimacy are directly correlated to positive increase in lawfulness within the community (Sunshine & Tyler, 2006). Community relationships with police determine the willingness and likelihood of complying with the law (Jackson, Bradford, Stanko & Hohl, 2012; Murphy, Tyler & Curtis, 2009; Reising, Wolfe & Holtfreter, 2011). Sunshine and Tyler (2006) conducted a study on the role of procedural justice as it relates to public support of policing. The study involved random sampling of New York

City voters via a paper mail survey with a 22% response rate. Important contextual information included that the survey, conducted in the summer of 2001, occurred prior to the September 11 terrorist attacks on New York City (Sunshine & Tyler, 2003). Question responses were quantified to create an understanding of perceptions of police legitimacy and the factors that determine legitimacy. The study results indicated that police legitimacy is determined by perceptions of procedural justice and that when police are perceived to be acting procedurally just, public lawfulness increases. The study also indicated limitations due to the focus on self-reporting of perceptions that “may or may not reflect objective police behavior and may or may not be linked to the actual congruity between police behavior and the law” (Sunshine & Tyler, 2003, p. 528). A second data set to re-examine the findings was collected post-September 11, 2001, as an acknowledgement of the impact those events may have had on the perceptions of police legitimacy. Collective findings indicated that procedural justice had an important effect on the perception of police legitimacy. The study results provided a glimpse into the relationship between policing style and overall lawfulness by citizens. The role of police was perceived as more legitimate when citizens viewed the actions of police as fair and just.

As procedural justice-based policing became popular among police departments, gaps in understanding the police perceptions of procedural justice practices were identified (Nix 2015, Bond et al., 2015). Procedurally, just policing is essential to the development of good will between police and communities and is closely linked to community perceptions of police legitimacy (Nix, 2015), further examination into the police experience of policies and training were essential to understanding the bi-directional impact of procedural justice practices. The study conducted by Bond et al. (2015) examined training practices and was targeted at understanding attitudes towards procedural justice in young recruits. The data examined

stemmed from the first wave of reports in a longitudinal study of recruits who self-reported attitudes towards procedural justice over time. Findings indicated a positive perception of procedural justice among young officers. However, the study's authors indicated that limitations exist in the findings due to contextual differences between the location of the study (Australia) and the policing context in the United States. This discrepancy rendered this particular study relevant but not universal. The study authors indicated that officers who positively viewed and used procedural justice practices have a positive impact on lawfulness of citizens because of a virtuous cycle in which procedural justice policing renders a sense of legitimacy resulting in lower crime and higher value of policing (Bond et al. 2015).

The 2105 study of perceptions of legitimacy (Nix (2015), examined the experience of police themselves as it related to their understanding of how the community viewed their legitimacy. Using a random sample of 643 police officers, surveys were used to record the perception of police legitimacy from the officers' perspective, especially in light of recently strained relations with the community as a result of the well-publicized police shooting of Michael Brown (Nix, 2015). The study included the collection and documentation of data from recent shooting incidents as well as previously unreported data relevant to crime in a particular area. The study examined how the information known about high profile incidents influenced the police perceptions of legitimacy in those areas. Findings from the study added important perspective to the procedural justice narrative. Understanding the relationship between officer perceptions of procedurally just policing is often underrepresented in policing studies (Nix, 2015). Based on the study outcomes, inferences were made about the relationship between crime and community trust, including the importance of procedurally just policing in high crime areas as a way to ensure ongoing police legitimacy.

Police occupational culture. The culture of the policing occupation, is one that is frequently explored by researchers. With extensive studies completed on police culture, common indicators of police culture included command and control, masculinity, and a sense of deep duty to the role of police officer (Chan, 1997; Karp & Stenmark, 2011; Loftus, 2010; Lynch, 2018; O'Neill, 2016). Additional studies into the police occupational culture centered on labels such as authority, solidarity, secrecy, bravery, danger, and isolation (Demirkol & Nalla, 2017; Gaines, 2003; Greene, 2007; Paoline, 2003; Paoline & Gau, 2017; Twersky-Glasner, 2005). The conceptual understanding of police as a masculine, paramilitary culture helped to further shape the understandings of limitations on areas such as leadership development, innovation and other related values that may be slow to evolve within these cultural characteristics.

Chan's research (1997) is considered groundbreaking in the understanding of police culture. Built upon a complex theoretically informed framework, Chan introduced nuances to the understanding of police culture which had previously been identified as an "all-encompassing system into which all police officers are socialized" (O'Neill, 2016, p. 477). Chan's research culminated in the creation of a framework to help measure and understand police culture as it differs among departments and location. Chan's research also identifies ways that specific issues within police culture can be addressed. In creating the framework, Chan examined the challenges that present themselves and how those challenges differentiate one group of officers from the next. Initial research included the collection of data from officers in New South Wales as well as an in-depth review of existing literature and theory. In addition to the first-hand research, Chan folded in the work of culture experts Shein (1985) and Sackmann (1991) to reach a strong understanding of how police occupational culture is built and its unique needs and demands. The result of Chan's work was the development of an interactive model that identifies some of the

components of police occupational culture and prescriptive insights into the management of change for cultural evolution.

Policing culture is often described as the “Blue Code.” The notion that police have their own ethical codes of conduct was explored by Westmarland and Rowe in their 2016 study of officer perspective on misconduct. Examining police officers across three separate departments in the United Kingdom, the study used scenario-based questions to obtain views that officers had about other officer’s behavior. The study specifically asked if officers would be inclined to report colleagues who violated policies or whose behavior would have been ethically questionable. The findings demonstrated that there is an internal barometer of offenses that may or may not be reported based on their perceived severity. The study ultimately recognized a clear indicator of a blue code of conduct, or specific policing behaviors which operate in accordance with their own rules and recommendations were made for a formal code of conduct among police to help shape and evolve policing culture.

The disproportionate number of incidents related to minority citizen sparked a study of the role that industrial/organizational psychologists could play in effectively managing racial bias in officers. Ruggs et al. (2016) focused on an assessment of psychological research and the application of this research to understand the cognitive and affective processes that influence officer behavior. The examination of research related to priming, stereotyping, racial profiling, shooter bias and discrimination was foundational to understanding decision making within law enforcement as it relates to minority citizens. The study found that automatic cognitive processing affects decision making through acting as a trigger for implicit bias and can result in biased decision making against minorities. The study then examined areas of industrial/organizational psychology specifically targeted at managing bias including personnel

selection, training, performance evaluation and management, organizational climate, leadership, and community relations. The study concluded that using the tools available through the study of industrial/organizational psychology, police departments can manage the culture and character of the organization to hire for and encourage ongoing positive behavioral change through managing bias.

In a study focused on understanding the empirical evidence tied to police training and its outcomes, Karp and Stenmark (2011) focused on the creation of an analytical model to understand the impact of both conservative and innovative training methods. Using a proprietary analysis model, the study included extensive research of literature developed between 1985 and 2005 as well as first-hand accounts taken from direct involvement in police training programs. Karp and Stenmark's identified a model to help further understand the role of training in police culture development. This model aided in the ability to understand the role of knowledge exchange and knowledge management. The study connects how information is shared between officers with the way the information influences policing culture.

Using an ethnographic research method, Loftus (2009) challenged the concepts of policing culture as it relates to police reform. Embedded in two localized police departments, Loftus used extensive interview-based research to identify and understand themes in police culture from the experience of officers themselves. Loftus drew conclusions about policing culture from consistencies found across geographic and economic differences. In Loftus' research, conversations with officers indicated that while themes related to police culture have evolved because of recent reform focus, police culture, at its core, has largely stayed intact. While Loftus acknowledged the indications of changes in institutional culture, he challenged the literature by suggesting that changes are incomplete and "remarkable continuities and inertia

within police values, assumptions, and practices” remain (p. 16). The key warrant used to establish this argument was the understanding that while reform has been introduced, the core responsibilities of policing have not changed over time.

Writing from personal experience as a police officer in California, Lynch (2018) discussed the role of the survivability discourse in the development of police culture. Survivability discourse addresses the concepts of workplace danger and subsequent violence entitlement. This dialogue created an important lens with which to view the modern policing landscape of the Black Lives Matter movement. Lynch’s experiences included the observation of an underlying presence of fear and an ongoing education that places police officers at odds with the public. Lynch’s personal account of the approach to officer training allowed for Lynch to create an argument that a culture perpetuated through tales of fear and danger is among the central barriers to true and transformational cultural reform in policing. While not a traditional research study, Lynch’s first-hand accounts help demonstrate that the culture of American policing is centered around a sense of entitled violence which may explain the frequency and extremism of police use of force (Lynch, 2018).

Demirkol and Nalla (2017) specifically addressed the topic of police culture as it relates to community policing. The study examined how policing culture enables or inhibits the implementation of community policing. The study focused on 1970 officers in Turkey assigned across functions. The quantitative study used structural equation modelling to address the relationship across six dimensions of police culture and how that culture affected attitudes towards community policing. Data was collected across three key functions including patrol, plainclothes policing and airport policing. The use of survey with an 85% respondent rate indicated that while the cultural elements measured mostly lend themselves to positive views

community policing, autonomy and alienation have negative impacts on views of community policing. Demirkol and Nalla concluded that role assignment does not affect attitudes towards policing, but that overall culture attributes are likely to affect how the police choose to interact with the community.

Police reform. In 1967, the President's Commission on Law Enforcement and the Administration of Justice (1967) identified the need for reform in policing as it related to the desired outcomes of law enforcement. The study, which looked at comprehensive sets of historical data provided insight into many of the problems that faced policing in a democratic society. In addition to the problems of policing, the study sought to provide an understanding of massive social change over the 70 or more years of modern policing. In Bayley's (2006) investigation of policing reform, nine key reform attempts were identified. These nine reforms became the most important advancements in policing of the modern era. The reform attempts Bayley identified were community-oriented policing, problem-oriented policing, signs-of-crime policing, hot-spots policing, mandatory arrest for spousal assault, enhancement of internal police discipline, external oversight, COMPSTAT, and enhanced diversity of personnel. The research revealed that policing reform was largely initiated and designed by outsiders. Additionally, reform analysis demonstrated the lack of innovation among the rank and file officers. Bayley also supplied language to the types of reform, bucketing them into three distinct areas: policing strategies, policing standards, and management (2006). This study provided some of the context for understanding the landscape of police reform, and despite its age remains relevant to current research from the perspective of historical context.

Measuring reform can be difficult. To further understand the progress that a department is making, as well as the institution of policing current practices include a crime data heavy

interpretation of crime related statistics. In Fielding & Innes' 2006 study, an alternative is proposed to measuring police performance. This examination of policing health though the use of data fails to represent the qualitative components of police and community interactions. This article presents ideas as they relate to the measurement of policing reform, including introduction of qualitative measures to understand progress towards behavioral changes and improved interactions.

Just as police reform focuses on the relationship between police and community, understanding the public response to police reveals the motivations behind specific reform tactics. Weitzer's (2015) research on public perception of the police was a dual look at recent incidents, as well as public polling data to better understand police relations in the community (Weitzer 2015, Weitzer & Tuch 2006). Weitzer's research indicated that when incidents are highly publicized, public confidence in police diminishes. Additionally, the poll data also indicates that over relatively short periods of time the public can restore its trust in the police. Weitzer (2002) demonstrated that the number of incidents, the public and media response, and the timing of the incidents play a large role in the ongoing relationship between the public and police.

Police leadership. Policing requirements of the future require a careful look at the structures and practices of leadership today. In the unique intersection of police leadership and reform, the role of the executive leader includes the elements of responsibility for culture, strategic planning, change management, communication and development (Manz & Sims, 1989). Kingshott's (2006) examination of the roles of management and leadership in policing focused on understanding of context in the analysis of police management. The findings showed evidence of a keen difference between management and leadership as well as the understanding that police

management is particularly challenging. Kingshott recommended key areas of focus to ensure strong leadership including strong evidence linked to the element of professional and personal integrity.

Gender roles in police leadership were studied by Silvestri (2007) through a series of interviews with female police leaders to understand the challenges facing female leadership. The study identified an increase in literature related to transformational leadership tactics and a strong relationship between transformational leadership style and the approach of female leaders. The study used a synthesis of the literature and first-hand interviews to further reveal positive evidence for transformational leadership practices. Despite the recognition of the need for transformational leadership practices, firsthand accounts also indicated that there was little behavioral change to police leadership styles across all genders. Kingshott (2009) further examined the leadership and data related to police cultural transformation finding a strong favorable perception of transformational leadership and other leadership styles and tactics commonly utilized by women. Both Kingshott and Silvestri advocated for a nontraditional approach to police leadership that required a shift in thinking from both executive level and rank and file members of the department. Kingshott (2009) and Silvestri (2007) suggest that participatory leadership style creates environments ripe for influencing officers and creating innovative and effective approaches to policing aligned with frameworks, such as procedural justice. However, policing organizations fail to enable participatory forms of working as these would threaten the current police identity and values (Silvestri, 2007).

In their 2008 case study of police leadership structures in a suburban police department, Steinheider and Wuestewald examined the effects of shared leadership approaches on the overall health of the police department. The study was positioned almost 24 months after the

implementation of major decision-making changes and resulted in positive indicators for a leadership approach that included collaboration at various ranks and with a variety of stakeholders. A further understanding of the role of police leadership during times of organizational change was examined by Haake, Rantatalo, and Lindberg (2015) and Toch (2008). They examined the leadership experiences during times of change in police departments. Using data review, survey, and interview techniques identify leadership challenges when acting in the role of change agent for large organizational change initiatives. Haake et al. (2015) identified a key discrepancy between police and practice of police leadership during times of change. This inconsistency demonstrated a disconnect between police culture and leadership expectations and created additional barriers for leaders tasked with implementation of reform-based change. In contrast, Toch (2008) identified opportunities for effective change and reform by empowering rank and file police officers.

Review of the Methodological Issues

Many of the studies in this review are qualitative by design. Qualitative studies are a sound approach as there are many qualitative elements within policing, with limited statistical data heavily influenced by context, human interaction and perceptions. The purpose of qualitative research is to learn about the participants' view of the problems and issues, rather than to apply meaning (Creswell, 2013). Common problems of researcher bias and ethical concerns, as well as issues with the relevance of research findings at scale and across disparate contexts are apparent in the studies presented in this chapter.

Researcher bias. Within the context of qualitative research, the relationship of the researcher to the subject matter and identification of personal bias is an important component of ensuring quality and validity. Researchers must not only examine their own bias but ensure that

they acknowledge them publicly to prevent the perception that research is compromised (Machi & McEvoy, 2012). The personal interaction in the collective study information may also be an inhibitor. Reliant on the interpretations and interactions of researchers and subjects, the relationships between the parties are relevant to the context of collecting information. Fear of alienation or relationship change could influence the information that the researcher is willing to disclose (McMillian, 2012). Within policing, issues with researcher bias are particularly present. The binary nature of support or resistance to the police and the heated political climate can make the researcher more susceptible to bias-related interpretations of qualitative findings. To overcome researcher bias or the limitations of studies, triangulation of studies and insights will ensure repeatable themes and perspectives are valid.

Ethical concerns. Even with the oversight and interaction of an Internal Review Board (IRB), it is essential that researchers maintain a heightened awareness around potential ethical issues (Creswell, 2013). Every effort must be made to protect research participants from harm. In the case of policing in highly political environments at a time of social media scrutiny, an understanding of confidentiality regarding policy interpretation and perception is important to ensure that officers can share their honest thoughts and perceptions.

Context. Studies found in this literature review show the qualitative demonstration of perspective for both officers and community members in specific contexts. Police context by country, community, size, location and various other demographics greatly impacts the experience of both officers and community members. Studies regarding policing outside of the United States also face the contextual challenge of national versus localized oversight. Police departments in foreign nations are largely overseen by the national government and subject to regulation that applies across a variety of geographic and demographic variances. In the United

States, police department oversight happens at the local level and as a result, consistency in policy or practice is by chance rather than regulation. For this reason, it is challenging to understand policing across the many contexts where it is practiced.

Additional contextual challenges include the interpretation of concepts like fairness, trust and morality which are dependent upon an understanding of philosophical perspectives which may vary across ethnic and socioeconomic groups (Sunshine & Tyler, 2003). As a result of the challenging context in policing, case study is a common method for research. The practical reasons for case study include the nature of multiple variables and interests that exceed the number of data points available (Yin, 2003). The human experience lends itself to reporting and discovery via case study. Case study is a method for exploring thoughtful descriptions and in-depth insights not commonly available using other methods.

Synthesis of Research Findings

The synthesis of the research findings identifies that police reform requires a combination of organizational factors that are not always in the control of police themselves. The climate of policing is a particularly difficult topic to address because of the numerous variables that serve as input into the perceptions that then determine the efficacy and legitimacy of police work (Nix, 2015). Policing becomes a reactionary practice, dependent upon the public it serves and the social and political climate that it must operate in (Fielding & Innes, 2006; Weitzer, 2015). For this reason, leadership examination, reform paradigms, and culture vary among departments and communities, and across time and context. No single factor can be syphoned off as the catalyst or limitation for police change. Each factor contributes to the overall story, one that is dynamically evolving over time.

Throughout the reviewed research, evidence is presented that reinforces the idea that variance among the context in which policing occurs has a direct impact on the ways in which community members and the police themselves experience policing (Nix, 2015). Additionally, literature related to the study of police leadership also indicates that while certain attributes are desirable, overall police culture may not be ready or willing to adapt to changes in areas such as leadership styles (Haake, Rantatalo, & Lindberg, 2017). The results of the studies indicate that policing occupational culture is one that is built on a rich tradition of history that includes a psychological and behavioral stronghold on its members (Loftus, 2010; Silvestri, 2007). Shifting the paradigms of policing through reforms, leadership changes, and psychological approaches such as procedural justice may impact the community members' perceptions of police legitimacy but have not yet demonstrated lasting effects on cultural and psychological norms of the police themselves.

Critique of Previous Research

The use of case study offers unique insight into the experiences and context of the different police and community environments (Lynch 2018, Nix 2015). This approach to understanding police honors the unique human experience of policing from both the officer and community member standpoints. The challenge remains in the applying the results from these studies to the grander scheme of policing as an industry or service. The interplay between procedural justice, police reform, police culture, and police leadership remain an area of continued focus. Despite an abundance of literature in each focus area, the combination and understanding of the relationships between these areas is underrepresented. As problems and inquiries are conducted in isolation, understanding the effects of one area on another is not explored.

The challenges of police leadership, as explored by Kingshott (2009) and Silvestri (2007), indicates that ongoing leadership stylistic changes are necessary as the expectations on policing by the community continue to change. Finding the leader who can both oversee the department and be responsive to the social climate continues to be an area of interest because the research finds itself outdated by time it is complete. The speed with which societal expectations change create a disadvantage for researchers whose variable inputs are altered at an unprecedented rate of change. This ultimately embodies the challenges of all policing research, in that the task of policing is one that requires continual examination to include the developments in social theory, leadership and ongoing contextual changes.

The uniqueness of the American policing system inhibits the application of much of the research related to police and community relations (President's Task Force, 2015). In studies that are conducted in areas other than the United States, the role of centralized regulation is significant. The alignment of policy and behavior across demographic and geographic locations allows for of policy efficacy across context. In studies conducted in the United States the examination of policing introduces a number of additional variables that relate to the decision makers, independent policies and other nuanced contextualized factors. The impact of the decentralized regulatory environment results in suggestions such as those from the President's Task Force (2015). The recommendations are loosely tied to theoretical approaches and conceptual reform rather than practical and tactical recommendations that can be supported by data across samples with shared variables.

Studies related to policing are riddled with the potential for bias. With researchers personally tied to the system of policing (Lynch, 2018) or presuppositions related to the blue wall or blue code (Westmarland & Rowe, 2016), the ways in which policing is studied and

understood is rife with personal experience, or bias related to the amount of coverage of policing in the media. It is impossible for researchers to be completely unbiased in their study of policing due to both conscious and unconscious bias that has resulted from a lifetime of exposure to an awareness of the criminal justice system and policing as an institution.

Literature Review Summary

The purpose of this literature review was to further understand the focal areas of police leadership, police reform, police occupational culture and procedural justice. The interdependencies of these four topic areas help to uncover the challenges of leading police justice reform through the lens of procedural justice. The research serves to detail the challenges within each area but leaves room for opportunities to understand the relationship and interplay between areas. The keys to understanding the whole picture of reform barriers, challenges and opportunities is contained in understanding the sum of these four parts.

The examination of the occupational culture of police provided a picture of the commonalities between the police department and the behavior elements that define various factors that may influence the adoption of change and reform. The examination of police reform shed light on the historical context with which reform has either been rejected or accepted by the police department. Police leadership studies revealed an understanding of leadership typologies and the need for progress and change in those areas. Finally, the area of procedural justice examines the latest understanding of police legitimacy and trust. Using procedural justice as a foundational principle enhances the conversation around community relationships with police.

The literature review showed the impact of different lenses in each of the topical areas but did not represent full understanding of the ways these elements work with one another in the practical application of procedural justice reform leadership. In this study, I explored the ways in

which the four areas of police leadership, police reform, police culture and procedural justice-based reform come together to create a picture of the challenges that affect transformational change within a police department. Chapter 3 details the methodology used for this study.

Chapter 3: Methodology

Introduction

Modern police reform efforts include the recent adoption of a social science-based approach to policing known as procedural justice. Procedural justice-based policing is focused on the relationship between the police and the community members they serve and the importance of the perception of justice in both procedure and practice. This chapter presents and clarifies the design that was used to explore the challenges that leaders face when implementing a procedural justice reform initiative within a police department. Designed as a multi-case study, the researcher collected first person insights into the challenges that police leaders experience when working within a police department undergoing a procedural justice reform effort.

The purpose of the study and the research questions which serve as the rationale for the selection of the qualitative multi-case methodology are reviewed in this chapter. The multi-case research design, target population, sampling method, instrumentation, and data collection and analysis procedures are examined within the context of the research questions. The limitations of the design, the expected findings, and ethical issues are addressed in the chapter's conclusion.

Research Questions

The study was centered on an essential research question: What are the challenges that police leaders face when implementing a procedural justice reform initiative? By examining the experience of a series of police leaders currently tasked with leading their departments through a procedural justice reform, the research documents the ways that unique environmental, occupational, and societal pressures work to either aid or hinder the leadership of reform efforts.

Purpose and Design of the Study

Purpose. The President's Task Force on 21st Century Policing (2015) was a call to action for police leadership to implement a reform strategy anchored on the psychological approach of procedural justice. The recommendations of the Task Force included the adoption of a model of policing that would better legitimize the police in the eyes of the public they serve (Tyler et al., 2015). As the efforts to implement the reform by developing new strategies in partnership with the community has continued, little documentation is found regarding the challenges specific to leadership that arise when introducing and leading a procedural justice-based reform effort. Police departments whose history includes issues with police legitimacy and fractured relationships with the community are underrepresented in the literature even though they are among the first departments to implement formal reform programs.

As procedural justice reform strategies take shape and expand and more police departments begin the process of creating new policing approaches, sharing the leaders' experiences with reform efforts can help identify common challenges that hamper and limit the full adoption of procedural justice-based policing. This study represents the personal experiences of police leaders as they undergo the efforts to implement procedural justice principles in their departmental policing policies, behaviors, and strategies. Individual leadership experiences were examined as they relate to police leadership, police reform, procedural justice-based policing, and police occupational culture. The study examined how these elements create a deeper understanding into the challenges of leading procedural justice reform efforts. Through semistructured interviews, the study participants had the opportunity to reveal the challenges they have historically or are currently facing as leaders of a policing reform movement and share experiences of their efforts in reforming their department.

Research design. For this study, the qualitative research methodology using a multi-case study was selected. Qualitative research provides opportunities for approaching the collection of information in a way that allows for an understanding of how individuals make sense of their experiences (Merriam, 2009). Qualitative research provides insights into multifaceted human condition as it allows for participant interpretation and individual perception. Qualitative research also includes the nuance of interactions between people whose weltanschauung, or world view, may contain intellectual and emotional paradigms that lead to differences in perceptions and interpretations of lived experiences. While quantitative studies on policing exist, these studies are largely tied to policing statistics rather than the human experience of policing. Qualitative studies allow opportunities to explore concepts across context and to give additional information that quantitative analysis may not provide. Because the purpose of this study was centered around understanding the leadership experience, qualitative research was the rational choice to provide a complete picture of the many elements of the experience of police leadership in the context of procedural justice reform.

Case study provides the unique opportunity for researchers to understand phenomena within the context in which they occur (Yin, 2009). In this study, the phenomenon is police leadership, and the context is implementation of procedural justice-based reform. Larger police departments are frequently highly segmented across location to ensure appropriate leadership across a complex and diverse system. For this reason, the use of multi-case study allowed for a look across a single department by taking a sampling of leaders across locations and roles. Expanding the study to ensure that different locations were represented allowed for the potentially different experiences of leaders whose responsibilities vary by location and duties and created opportunity for comparison across locations as well as between cases (Yin, 2017).

Single-case study, while informative, would not have created the same opportunity for the research to understand best practices and commonly occurring phenomena throughout the department. The multi-case approach allowed for an understanding of the challenges multiple leaders face in implementation of procedural justice reforms, including specific barriers to adoption of police reform strategies and corresponding behavior changes. The hierarchical nature of policing creates distance between leadership design of behavior and the rank and file implementation of procedures and policies. By examining the experiences of participants at different levels of leadership, and across multiple locations, a better understanding of the contextual challenges was crafted.

Conducting a case study through the use of semistructured interviews allowed for a collection of thoughts, context, and individual experiences as they related to the leadership of people through reform efforts. The decision to pursue multi-case study was an extended investment in time compared to the approach of a single-case study. The multi-case approach was integral to collecting information across multiple perspectives that may have not been possible with a more limited single case design (Yin, 2009). Multi-case study differs from single-case study in that it allowed for cross-comparison between cases to identify trends and themes related to the phenomenon. While multi-case study required more time to collect the individual case information, the value of comparing data among participants was essential to reaching the goals of this study.

Research Population and Sampling Method

Research population. The target population for this study was sworn leadership from a police department participating in the 2017 National Initiative for Building Community Trust and Justice, also known as the National Initiative. Currently, participant cities in the National

Initiative consist of a group of six city police departments working in partnership with the National Initiative to develop and implement policies, procedures, and practices that align with conceptual theory of procedural justice approaches to policing. Departments that agree to participate in the National Initiative have a sense of duty to furthering the policies and practices of policing reform. Despite the fact that participation in the National Initiative is a decision made at the Executive level in concert with city-level government, the command and control structure of police departments creates an environment where even the lowest level officers would adopt the practice and attitude of sharing for the betterment of policing as a whole. This attitude towards policing and the sharing of experiences was essential to the selection of this particular department and officers.

The structure of police departments typically includes executive oversight by an appointed Chief of Police, an Assistant Chief of Patrol, and a series of Deputy Chiefs with delineated responsibilities. These roles make up what is known as the Executive Command level in policing and frequently report to the local Mayor or City Council. Additional police leadership is made up of positions responsible for special duty assignments, precinct inspectors, and a series of commanders, lieutenants, and sergeants responsible for the oversight of the sworn officers in their various units (see Figure 3). For the purposes of this study, a sampling across leadership was used to provide a comprehensive overview of the challenges that leaders face. To accurately capture the different experiences while protecting the identities of study participants, interviews were targeted at a total of six-to-ten participants from both the command and executive level leadership but limited to those who have personnel oversight responsibilities.

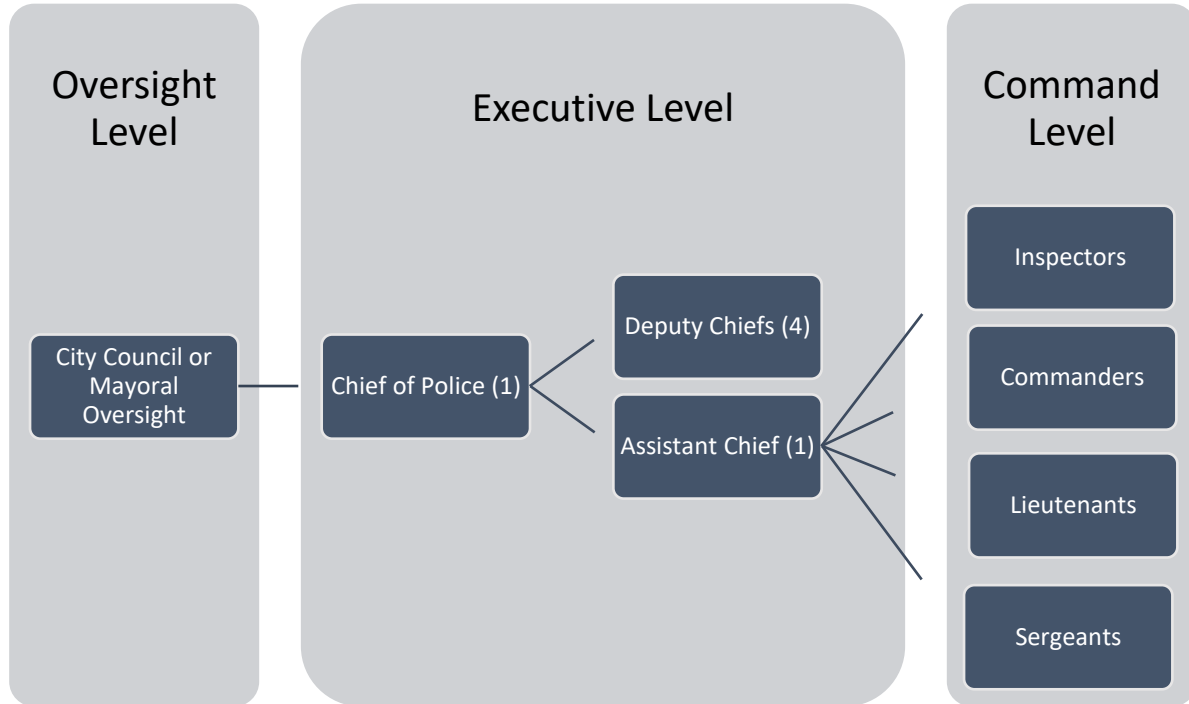


Figure 3. Police department organizational structure.

Sampling method. The researcher used a purposive or judgment sampling method to select representatives who classified as leaders in a police department and could provide information and insight into the strategies and efforts used for departmental reform (Creswell, 2013). Because surveying an entire population was not practical, sample size allowed the researcher to make inferences about a larger population without interviewing all members of that population (Mason, 2010). Marshall (1996) indicates that a sample size is large enough when the question of the study has been answered. For the purpose of this study, saturation was reached when no new data was introduced during the interview process. While the intention of the researcher was to target a sample size of six to 10 different leaders, theoretical saturation that met the criteria of the study and provided an adequate sample, as interpreted by the researcher (Keilman, Cataldo, & Seely, 2012), was reached at six interviews.

The sample of six to 10 participants were selected from an identified group of participants who were eligible based on title and duties in the department and willing to participate. This approach of convenience sampling was a hybrid with the judgment sampling used to target leaders within a specific department, of which there were limited numbers available for participation. In many police departments, command level and executive leadership numbers are capped based on union contracts for the department. The targeted sample of six to 10 participants, or roughly 10% of the leadership population, was designed to provide representation from leadership across all roles while recognizing that the overall number of potential participants for the study would be no more than 80 based on union contract numbers.

To elicit participation in the study, an email (see Appendix A) was sent to the executive leadership of the department detailing the purpose and intent of the study in accordance with the requirements of ethical standards as described by Sales and Folkman (2000). Once permission was granted from the executive leadership, and with approval from the Concordia University Institutional Review Board (IRB), an email solicitation was sent to all of the approximately 80 members of the combined leadership levels describing the study and requesting volunteers for participation (see Appendix B). A total of 15 responses was collected from the target population. Responses to the email solicitation were compared to the departmental organization chart and divided into the two leadership levels with three participants randomly selected from each group. Two additional names were identified for each group as alternates to allow for circumstances that might prevent original participants from completing the study or to ensure availability for additional interviews that were needed to reach saturation. Those who had requested to participate but were not selected were informed in a separate email.

Selected subjects were contacted via email to schedule a face-to-face or phone interview lasting 60 minutes and located offsite at an office building located within the geographic parameters of the department. The location of the offsite was designed to be both convenient and neutral, providing a space where participants felt safe to share their stories away from the events, pressures and interactions with their colleagues and subordinates. As participants volunteered to participate in the study, the difficulty of off-site participation presented a significant challenge. In order to accommodate participants, the interviews were moved to on-site locations but held in community rooms at the precinct of each officer. This allowed for greater flexibility in the scheduling of interviews. The interviews were dependent upon schedules and the investigator recognized that the occupation of policing made continuous 1-hour interviews challenging. To plan for the likely possibility of disruption during interviews, participants were informed that follow-up interviews would be scheduled to complete the interview protocol.

The scheduling email contained elements of informed consent including the name of the sponsoring institution, researcher, purpose and benefits of the study, description of participant level of commitment, contact information for the researcher and a reminder of the ability to withdraw at any time (see Appendix C). Interviews did not commence until informed consent had been obtained. Further considerations for ethical research included the confidentiality of research participants guaranteed with the use of pseudonyms, and the assurance that research subjects would maintain the right to withdraw from the study at any time without consequence (Braunschweiger & Goodman, 2007). Had any of the participants decided to withdraw from the study, the researcher was prepared to review the existing data to determine the need to extend interview times to alternate subjects.

Instrumentation

The source of data chosen for this research was semistructured, in-depth interviews along with observations of environmental and nonverbal elements. The use of semistructured interviews was intended to provoke subjects to share their experiences regarding a particular phenomenon and create opportunity for them to elaborate beyond the simplicity of the interview question (Yin, 2015). Additionally, semistructured interviews allowed the investigator the opportunity to change the order of questions to preserve the natural flow of thinking for the participants (Gibson and Brown, 2009). The interviews utilized the semistructured approach of open-ended questions that urged the subjects to share the details of their experiences as related to the research topic. The use of probing questions was imperative to examining the experiences of the study participants without influencing them (Brinkman, 2014). While each participant was asked the same questions using the same approach, the interview was semistructured to allow for extended responses and additional questions needed for clarification.

An original series of seven questions was designed to engage the subjects in detailed responses to experiences they have encountered as leaders during a time of reform (see Appendix E). The limited use of seven questions was intentional to ensure that the topics were broad and allowed for subjects to provide their experiences without leading towards specific topics, hypothesis, or assumptions. The questions were specifically designed to be open ended and invite detailed answers. The researcher was prepared to use probing questions to gather additional details if the answers were short and required follow up. Prior to conducting the interviews, the questions were field tested with random police officers, known to the researcher, to determine the validity and quality of the questions. These preliminary conversations were not used in data gathering and were provided as a written sample of the interview protocol with

request for feedback regarding the approach and question content. Following the first two interviews the researcher identified challenges in the depth of the information collected. To address this issue, an additional question was presented in the form of a scenario (see Appendix E, question 8). The use of this scenario was piloted during interview three and extended to all other interviews. This pivot was essential in helping the subjects provide information that would help the researcher understand experiences of the individuals in their role.

Following protocols described by Yin (2015), the interview process was used to build rapport with participants and included a review of the study details, confirmed consent, utilization of the interview facilitation guide and the use of probing techniques when appropriate. Upon completion of the interview, the researcher thanked each participant and confirmed follow up in order to the review of the transcripts to ensure accuracy. Whenever possible, interviews were conducted one-to-one and face-to-face to allow for the added benefit of the investigator reading nonverbal cues, including voice and body language (Opendakker, 2006). When subject and investigator schedules did not permit face-to-face interviews, Skype was utilized. The use of Skype interviews presented several limitations including the difficulty of mirroring, potential technology challenges and the nonverbal and environmental cues that may not have been obvious when the investigator and subject were not in the room together. To ensure information was not lost in the processes of conducting the interview and note taking, the interviews were recorded using the record feature in the Skype program. Additional recording of audio files was completed via the recording feature on the investigator's smart phone.

Given the limited numbers of police leaders in a department, protecting confidentiality and privacy was a challenge. In addition to the broad grouping for participant selection, a process of assigning pseudonyms and unique codes to each participant was used to ensure confidentiality

during the study. Individual interviews received a label, such as Officer 1, Officer 2, etc., to prevent deductive identification. The labels were used for the reporting and storing of data in all forms related to this research. Further, the use of encrypted online storage that is password protected was utilized and maintained by the researcher. Recordings were deleted immediately after transcription. Interview data was stored and will be kept for a period of 3 years in the investigator's password protected personal drive before it is deleted.

Data Collection

A summary of the data collection process can be found in Figure 4. These activities include the life cycle of data collection and the corresponding activities that the investigator used throughout the process.

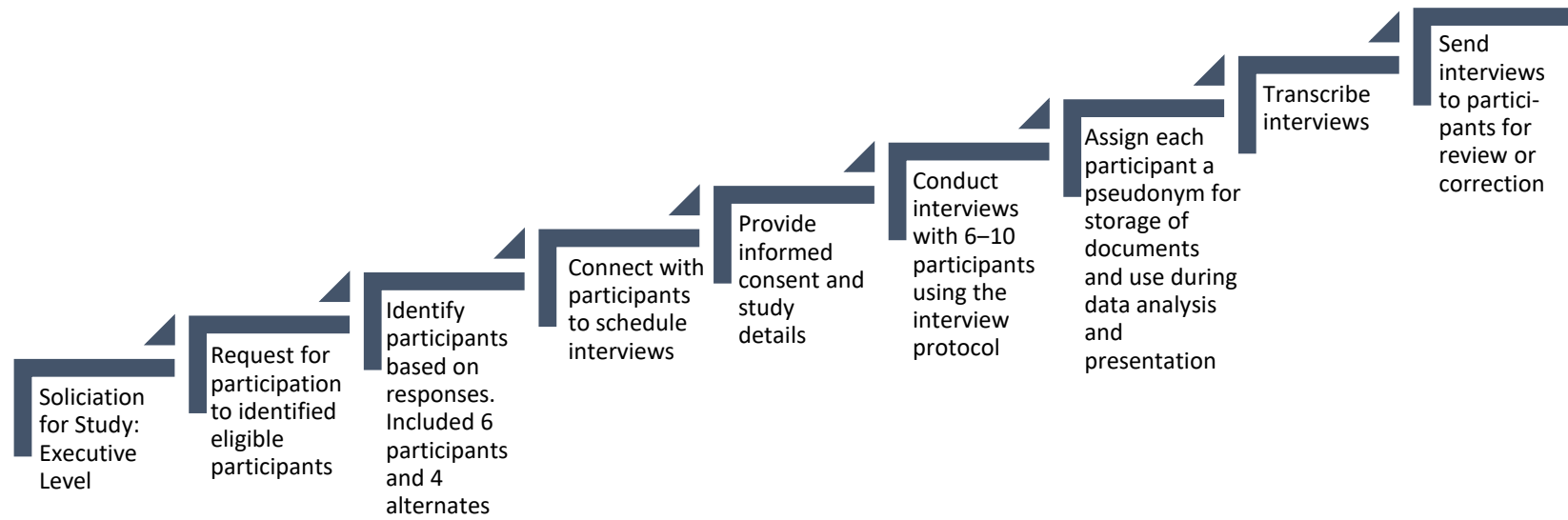


Figure 4. Summary data collection process.

Data Analysis Procedures

Following the process of member checking conducted by interview participants, the investigator data analysis began. Qualitative data analysis is the process of bringing order and meaning to the data collected (Bloomberg & Volpe, 2012). Qualitative data analysis is complex as it requires the researcher to examine a high volume of data and make connections and meaning (Creswell, 2013). This study required the researcher to examine the interview transcripts and use word count and context to extract themes among interview content. The thematic analysis occurred through searching for commonalities, differences, and relationships that existed among the responses to interview questions and identifying a series of key points (Harding, 2013). The use of multi-case study as a qualitative approach was selected because it allowed the researcher to use collected data to identify conceptual themes and relationships (Suter, 2011) across multiple cases.

Dey (2003) recommends a multistep approach to data analysis including organization, review, classification and synthesis. The process of synthesis and organization into themes is an iterative process that results in the themed findings of the study. Upon completion of the interview transcripts, the researcher conducted the first of two manual reviews to code for descriptive labels and identify patterns that emerged in themes. The investigator collected data from the first coding exercise and stored it in a Microsoft Excel file. The Excel file was then used to identify patterns and specific key ideas and words. The investigator assigned a key word to each passage in the Excel file and used this as a sorting mechanism. A second review of the transcripts was conducted to review for additional themes and to identify additional thematic subsets. Following the manual coding process, NVivo software was used to identify patterns and emergent key words. NVivo is recommended as a tool for qualitative research because of its

reliability, accuracy and time saving attributes (Zamawe, 2015). The list from NVivo corroborated the findings of the PI and did not introduce any new key words or themes. Outliers from the thematic sets were tagged as important but not thematic so they could be used later the research process. Using the thematic sets, the PI generalized the data into theories and constructs to be presented in the research and used in the development of research findings.

An additional step was necessary to ensure that this research addressed the topic of researcher bias. To ensure that data collected was relevant and trustworthy, the investigator examined the data using a triangulation approach. Triangulation is the process of comparing data collected through different methods (Oliver-Hoyo & Allen, 2006). For this study, the researcher reviewed the studies from the literature review to triangulate information regarding leadership experiences.

The following process was followed for data analysis for this study:

1. Interviews were conducted and stored according to the described protocol.
2. Interviews were transcribed using the NVivo research software.
3. Interviews were shared with participants to validate accuracy.
4. Repeating themes through the analysis of words and patterns that stand out were used to code the research.
5. Coded research was stored in an excel file.
6. Research was assigned key words.
7. Excel file was sorted by key words.
8. Data were run through the NVivo software to ensure no additional key words were identified.
9. Data were triangulated against research studies.

Limitations of the Research Design

Limitations are the elements of a study that may weaken its integrity or perceived validity. To ensure that the study remains valid and trustworthy, limitations should be acknowledged by the researcher. In this study the following limitations were identified as limited sample size and limited targeted population focused on a single department. Each of these elements created distinct limitations discussed below. However, they embody decisions that were made to create an in-depth look at a single department, providing rich experiences and allowing for personal connections between the researcher and subjects that likely resulted in more authentic data sharing.

One of the key limitations identified in this study was the limited sample size. The small target sample was identified and selected as a 25% representation of the roughly 21 leadership level officers in the department. This small sample size was intentional as the purpose of the study was to represent the leadership experiences of a small group. A limited size provided an in-depth look at the experiences of police leadership, the relationship between leaders, context and a variety of other variables. The limited size may have prevented the universal application of findings from this study. Creswell (2013) suggests three to five interviews for a multi-case study. Additional considerations for sample size include factors such as the purpose of the study, time constraints, credibility and usefulness as recommended by Patton (as cited by Marshall et al., 2013).

The experiences of an individual officer are largely dependent on the context of the police department for which they work. This study had an inherent limitation as the officers who participated represent a single department. The contextual factors that influence a department include elements of historical relationship with community, current relationship with community,

leadership factors, funding and media relationships. Additional contextual factors such as community interaction, recent police or community induced trauma and other unidentified variables could create circumstances in which the experiences of the leaders of this department face unique challenges that do not universally apply across policing. With a small and focused sample population participating, it is possible contextual variables were not accounted for in the coding and interpretation of the data.

Additional limiting factors included timing constraints. The study was designed to look at experiences throughout an ongoing reform process. Current pressures on policing and the occurrence of incidents related to the police can create difficulty in collecting data that spans a lengthy time frame. To obtain data that was reflective of a snapshot moment in time, care was taken to complete all interviews within a 10-day period. This restrictive timeline ensured the data collected represented perspectives based on similar contextual information. The participant selection process helped manage the timeline as participants were informed in advance of the aggressive interview timeline requirements.

Validation

The concept of validity is tied to the extent a study is reflective of the experiences of the interviewed subjects (McMillian, 2012). Validity is dependent upon the research being conducted with an appropriate level of rigor (Borg et al., 2007). In case study research, additional focus on credibility is essential as the study participants are the only ones able to offer a reliable understanding of the phenomena. To ensure credibility, the transcripts of the interviews were member checked by the participants (Cutcliffe & McKenna, 1999). Member checks were conducted by providing a copy of the transcribed interview to each study participant. These transcripts were provided within three days of the initial interview over a secured electronic

email format. Transcripts were password protected to ensure that information would not be compromised in the exchange between investigator and study participant. Participants were asked to review for accuracy of content and provided the chance to conduct an additional interview if not satisfied with the content of the transcript or primary interview. None of the subjects elected a second interview or had points of clarification related to their transcripts.

Validity ultimately relates to the trustworthiness of the results (Creswell, 2013). Factors that impact the validity of a study must be taken into consideration throughout the research process, including the ethical treatment of subjects through processes like informed consent as well as interview and analysis protocols. Chenail (2011) indicates that researchers are important to the research instrumentation and must make a dedicated effort to ensure that data is collected without bias and can be verified as reliable. Effective researchers are those who can build relationships and ask questions while being sensitive to their surroundings (DeClerck, Williams, Timmerman, & Carling, 2011). Credibility of the researcher is essential to creating a valid study. To ensure credibility of the research, the researcher used verbatim language of the participants and thick and rich description in note taking.

Researchers in the area of policing cannot claim to be without knowledge of the conceptual role of police in society. As police provide a fundamental and highly visible role in society, each researcher has natural, perceived notions about the roles and responsibilities of police officers just as they do about the roles of doctors, teachers and other occupations that are common in modern communities. Personal experiences and media exposure inevitably provided baseline information about the topics of policing, police culture, and policing reform. While this information may potentially create bias for any researcher addressing policing, it is of note that

the intricacies of police leadership and policing strategies are likely not well known to researchers who are not directly in the field of public safety and policing.

Expected Findings

The central research question focused on the challenges that leaders face when implementing a procedural justice-based reform initiative in their police department. The findings were likely to identify issues with historical police occupational culture as a major barrier to the adoption of procedural justice reform practices. The researcher anticipated problems with the definition of procedural justice. Additional findings also indicated issues with the adoption of specific behavioral changes and the long-term adoption of both behavior and policy. This study was likely to result in findings that identify the challenges that leaders face when shifting departments from a historical operational model to a newly implemented approach to policing. The lens of procedural justice includes a focus on additional elements of the police and community relationship, which were likely to add to findings related to the adoption and implementation of procedural justice reform.

Ethical Issues

Ethical issues related to this study included the potential for conflict of interest and ethical issues as they may relate to the collection, storage and handling of collected data. The below section explores how each of these areas was addressed to ensure that all ethical issues related to this study were managed in a way that ensured validity and integrity in the study.

Conflict of interest assessment. The researcher who conducted this research had extensive prior experience with policing. These experiences included consulting relationships with the members of several police departments addressing human capital and strategic initiative development. The investigator has worked with the police department that was studied. To

ensure that the conflicts of interest were minimized, the investigator conducted interviews outside of the consulting relationship with the department. Additionally, the investigator's experience with this department was limited to a small executive leadership group prior to this research. The expanded reach of this research included subjects that were not known to the researcher. In order to ensure the researcher remained open to the data provided and not an internal narrative, regularly self-checking against bias was necessary (Pope, 2017). This ongoing commitment to the examination of bias was essential to ensure that the reported experiences of leaders are those solely indicated in the interview and not assumptive on the part of the researcher.

The potential for financial benefit for the researcher and cross-organizational role conflicts were considered for this study. While the researcher could use this information to establish subject matter expertise that could be leveraged for new sales and opportunities, the organizations that the researcher is employed by currently do not advertise or pursue businesses where this expertise is explicitly relevant. As it relates to this study, no conflict of interest as it relates to financial benefit or cross-organizational role conflicts were identified.

Researcher's position. Prior to this research, the researcher partnered with police departments on topics of strategic planning for cultural transformation. The work conducted prior does not have a direct link to this study, as the previous work was connected to strategic planning, while this study examined leadership challenges faced with reform implementations. There was no conflict of interest in this study as the participants for this study were not direct clients and self-selected to participate in the study and share prospective and challenges faced in their role. The potential for bias in this research was limited despite the fact that the researcher had previous professional interactions with this department. The researcher employed the

practice of reflexivity, or continual self-evaluation, to ensure that the data collected, and the analysis of the data was without bias, credible and trustworthy (Berger, 2015).

Ethical issues in the study. The study had the potential for bias or self-censoring by study participants. Perceived threats to job security, limited confidence in the purpose of the study, and a historical “blue wall” of silence that prevents overt sharing of policing details may have factored into the accounts and responses of study participants. To support the legitimacy of the study and mitigate this limitation, extensive up-front introduction to the study and the intended use was thoroughly presented at the start of the interviews. To ensure an ethical approach to the study, informed consent was secured via the consent form (see Appendix D). The treatment of human subjects followed the recommendations of the Belmont report including autonomy, beneficence, and justice (United States: National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978). Every effort was made to ensure researcher neutrality by creating and following an interview protocol that did not allow for the researcher to inject bias. Performing member checking through a review of the transcripts helped to further ensure the experiences of the subjects were properly represented, prior to analysis and development of findings. All members of the study were informed their participation was voluntary and that they may choose to withdraw from the study at any time. Additional processes were in place to ensure that data collected for this study was secure and protected. Recordings were destroyed following the member checking process. Written transcripts were assigned pseudonyms to ensure continued confidentiality. Storage of transcripts was done via an encrypted online storage that included password protection maintained by the researcher. These transcripts will be deleted within 3 years of the study’s publication.

Chapter 3 Summary

Chapter 3 focuses on the methodology and analysis used for this study. The target population for this study was leadership from different levels of a metropolitan police department engaged in procedural justice reform. Participants were selected through purposeful sampling and represented the different levels of leadership and oversight in the department. The use of multi-case study to understand the leadership challenges in context was important in obtaining an appropriate research sample of the varying experiences of leading a department through this type of reform strategy. The research began following approval from Concordia University's IRB. Data was collected throughout one-to-one semistructured interviews which produced comprehensive description for each case study (Yin, 2013). The use of themes as a form of data coding was employed, resulting in a detailed narrative that examined the challenges police leaders face in their implementation of procedural justice reform.

Chapter 4: Data Analysis and Results

Introduction

The research in this study focused on the experiences of individual leaders to identify trends and challenges they faced when implementing procedural justice reform in the police department where they work. While many studies on procedural justice-based policing can be referenced, the lens used to examine these studies often focuses on community relationship outcomes or how officers experience reform. Very few studies describe the challenges that leaders face in implementing this specific reform strategy. By sharing the stories of individual leaders, a better understanding of common challenges can be collected and could serve to help inform and expedite the work of additional departments taking on the task of police reform through the lens of procedural justice. The collection of information was facilitated through a qualitative multi-case approach designed to create a holistic picture of the leadership challenges faced by the identified department through understanding the commonalities between leaders currently serving throughout the department. The use of multi-case study was ideal in helping the investigator understand the phenomenon as well as additional context (Yin, 2009) relevant to the departmental and leadership challenges.

Description of the Sample

The sample was collected from a police department currently participating in the National Initiative for Building Community Trust and Justice. In addition to ongoing training, participant departments benefited from the added dialogue shared between departments and a mission to improve adoption of procedural justice practices through the sharing of strategies and experiences. This study used a narrow focus on a singular department within the initiative to allow for depth of information from a sampling of leaders in a single department.

Purposive sampling was used to identify individual study participants that met criteria including representation across specific department levels and roles as well as the qualifier of having oversight and leadership responsibilities. Subjects were initially identified through a list provided by the police administration team. The provided list included individuals who were in oversight roles over other officers and who held leadership responsibilities. From the list, solicitation was sent calling for volunteers to participate in the study (see Appendix B). A total of 15 responses to the solicitation were collected. Of the 15 collected responses, six were selected for initial interviews with four additional qualified in the event of participant changes or if saturation was not reached in the initial six interviews. Figure 5 demonstrates the sampling size and filtering used for this study.

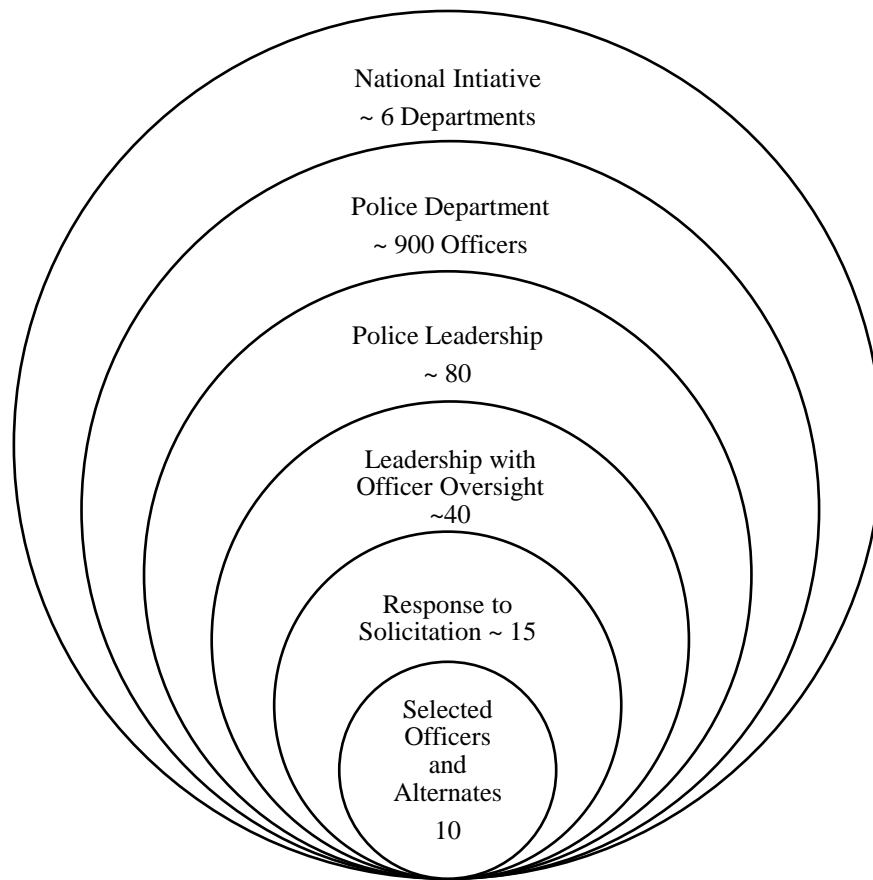


Figure 5. Arriving at sample size.

To protect the identities of the study participants, pseudonyms were assigned to each participant. No demographic information was collected for participants to protect the confidentiality of the officers. Given the small sample population, including additional demographic information about participants could easily compromise the agreement for confidentiality. As a result, additional information about the study participants was not collected.

Research Methodology and Analysis

Research methodology. A qualitative multi-case study approach was used to collect data from subjects whose roles included leadership responsibilities for a department undergoing reform efforts. Data was captured from subjects through semistructured interviews conducted over the course of one hour using a series of prepared questions found in Appendix E and below.

Interviews conducted with Officers 1 and 2 did not include the eighth scenario-based question. The question was added as a result of the limited answers collected in the first two interviews. The additional scenario-based question was piloted with Officer 3 and expanded to all other interviews.

1. Define what the term procedural-justice reform means to you.
2. Describe the activities and methods used to move your department into a procedural justice-based policing model.
3. Describe a success you have had in introducing procedural justice to your department.
4. Describe a challenge you face as a leader implementing procedural justice-based policing in your department.
5. What do you think are the biggest barriers to officers adopting new behaviors?
6. What do you think the long-term effects of procedural justice-based policing will have on your department?
7. Is there anything you want to add?
8. Added scenario: Imagine that another department was going to be implementing procedural justice. Based on your experience, what advice, recommendations or information do they think should be shared?

Prior to the collection of data, prepared questions were validated by active police officers from other departments to ensure accurate question phrasing and relevance. A total of four persons were contacted to establish validity of the instrumentation tool. The response to the tool was positive and accepted as appropriate, with limited edits to wording.

Throughout the interviews, the subjects were encouraged to share their perceptions of leadership struggles related to procedural justice leadership. Interviews were recorded, labeled

with pseudonyms and run through the NVivo transcription service. Following transcription output, the researcher reviewed transcripts, made corrections and shared back with subjects to ensure accuracy and completeness.

Analysis. To ensure proper analysis of the data and protect against research bias, Creswell's (2013) spiraled approach to data analysis was used. This comprehensive approach required multiple reviews of the data and transcripts by the researcher. A combination of automated and hand-coded examination data served as the basis for the data analysis results. A first pass of information, conducted by the researcher, identified key quotations. The quotations were captured on a spreadsheet and attributed to the correct participant for ease of reference. The quotation spreadsheet was then analyzed for key words to identify emergent themes. Quotations were attributed to themes, and the spreadsheet was then sorted by theme. The raw transcripts were then passed through NVivo research software to validate key word driven themes and to identify any missing themes (see Figure 6).

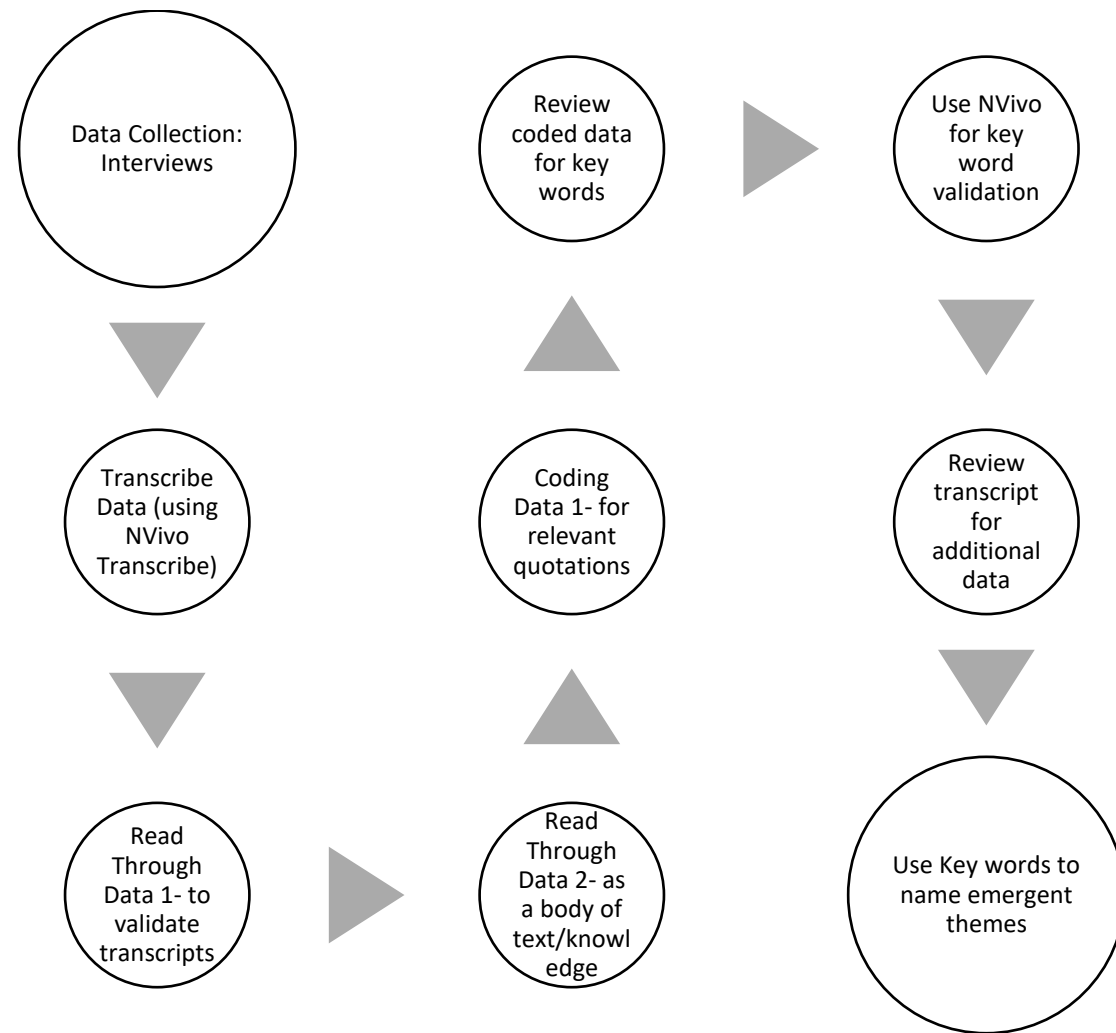


Figure 6. Data analysis process.

The use of NVivo was essential to ensure validity of the researcher's work and to limit bias. No new themes emerged from the NVivo analysis. A final comprehensive review of all transcripts was conducted to identify further support of themes and to identify outliers or information that did not accurately fit into a thematic designation.

Summary of the Findings

Through both the data collection and analysis process, strong key themes emerged. These four themes represented the key areas of interest in the reflections of leaders and the challenges they faced, or continue to face, in the deployment of procedurally just reform efforts. While some of the key themes overlapped, four key themes are identified in Figure 7.

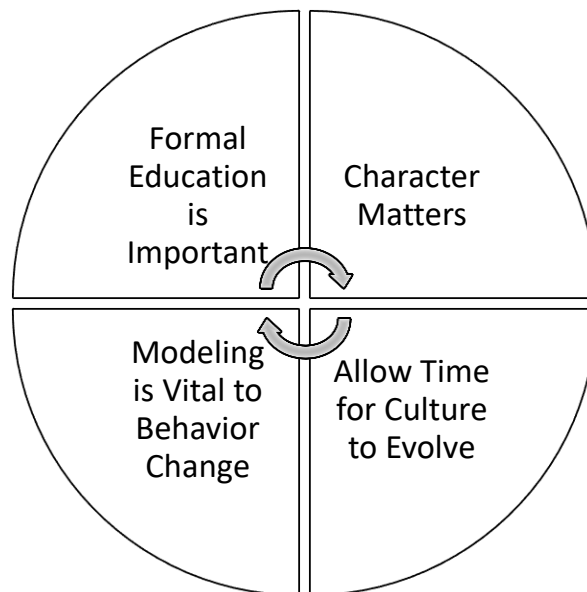


Figure 7. Emergent themes.

Formal education is important. The first theme centered around the use of varying methods of formal education vital to creating a baseline understanding and common language among members of the department. Six of six study participants referenced the formalized training programs the department used to implement the procedural justice program and their

importance to ensuring officers fully understood the meaning of procedural justice and the direction of the reform. The cornerstone of implementation for this department centered around a combination of classroom training, including formalized in-service programs, and the reinforcement of ideas through messaging, such as posters, signs, formalized talking points, and emails. Officers indicated the concept of procedural justice may not be difficult to understand but terminology and intentionality around creating a common understanding was vital to providing the department with an identified future state objective.

Character matters. The second theme related to the characters of each officer and leader in the department. Throughout the interviews, subjects indicated that behaviors of individual officers were dependent not simply on training, job description, or organizational direction but also on how character manifested in the way they approached their job and interactions with others. The concept of character appeared throughout the interviews with different labels. Officers also alluded to intangible attributes that differentiated a good cop from a bad cop by ways of thinking, behavior and witnessed interactions with the public. All subjects referenced that procedural justice policing was a set of behaviors natural to some officers and not for others. Additional consideration was given by officers to the character of leadership and significant impact of observable character in others as a key contributor to successful procedural justice reform implementation.

Modeling is vital to behavioral change. The third theme draws on the connection between on-the-job modeling as a reinforcement to formalized education programs. All subjects indicated that formalized education programs were used to introduce the concept of procedural justice. However, to effectively drive reform, officers would need to demonstrate for one another the adoption of procedural justice through on-the-job actions and interactions. Subjects indicated

that procedural justice-based policing moved from conceptual reform theory to tactical policing practice when officers were able to see and be seen using the foundational principles in their interactions with members of the community and with other members of the department. All participants referenced personal examples of how they modeled procedural justice-based policing in their daily work and six of six participants indicated that part of ensuring procedural justice adoption by officers relied on their ability to see it in action.

Allow time for culture to evolve. The final theme captured the sentiment that changing the culture of policing, and consequently creating lasting behavior change, likely required significant time to evolve and normalize within the department. Six of six subjects referenced the notoriously strong culture of policing as a historical attribute of the policing profession in general. Direct references to culture, as well as indirect references to the elements that make up the normalized behaviors or culture of policing were made throughout each of the interviews. In many cases this culture was viewed as a barrier to change because the history of policing is not naturally linked to the practices of procedural justice. Four of six subjects specifically indicated that reform is a long-term process targeted at behavioral changes. These officers recognized that the likelihood of change required generational replacement in the department – a challenge considering the amount of tenure typical to policing. Those who referenced time as being a significant factor for change also indicated an understanding that procedural justice-based reform is an ongoing process that will require change in the hearts and minds of officers and community through continual interactions and a demonstrable commitment to a new way of thinking about police and community partnership.

Presentation of the Data and Results

Defining procedural justice. The interview protocol started with each of the six participants being asked to define the term procedural justice reform. While varying nuances between officers were apparent, the fundamental understanding of the concept of procedural justice was determined to be the implementation of the “golden rule” or “do unto others as you would have done to you.” The officers added commentary about the reciprocity of interactions and the bi-directional core of procedural justice as a give-to-get behavioral strategy. Officers 3 and 6 added to the definition of procedural justice by highlighting the concept of reform as an active pursuit of administrative, behavioral and psychological change within the department and its personnel. Officer 1 indicated that procedural justice reform was “really just a way of putting terminology to the practice of good policing,” a sentiment mirrored by Officer 2 who indicated, “You can put a term to it, but a lot of it has to do with doing the right things for the right reasons, being kind and respectful and just putting a title to that.” Officer 5 shared a view of procedural justice as, “It’s not really a thing. We say all these terms and make everyone feel like they are important, but really it is what it means to be a good officer.”

All respondents referenced procedural justice in the context of what it meant within their specific department. Throughout the interviews, officers shortened the term procedural justice to “PJ” as it is referenced by officers in the department. All respondents noted that PJ was something the department was focused on and doing as one of the major initiatives for change. Officer 5 referenced the department poster on procedural justice, reading out the definition adopted and socialized by the department as an “act by giving others Voice and Respect, being Neutral and building Trust in our interactions.” Officer 4 referenced the four pillars of procedural justice as “voice, neutrality, trustworthiness and respect.”

Officer 1 added some content to the concept of PJ, indicating that in many ways it is “the new way of calling community policing.” Five of six respondents made references to the practice of PJ as it is related to community members and the positive relationship between the police and community. Only one officer dissented on the meaning by stating that procedural justice was, “an attempt at getting the white man.” When prompted, the officer explained, “It is about redefining roles and labels so that it looks like white people do everything wrong, and now we have to do things that make it look like our first job is not policing or law enforcement, but about making the black community happy.”

Familiar methods used for implementing reform. The second question in the interview instrument sought to understand the methods used to introduce procedural justice to the department. All respondents indicated procedural justice reform efforts began with the re-education of police officers to understand the meaning of the terminology and the behaviors that would demonstrate a commitment to procedural justice. Three of the six respondents indicated they had no knowledge or exposure to procedural justice prior to the formalized education programs introduced by the department. The remaining three officers did not give any indication of previous experience with procedural justice.

In response to the question of methods and activities, all study participants made mention of a variety of tools used for training and education that have been deployed by the department. Officer 1 indicated education programs served the purpose of creating an understanding of the language, terminology and overall philosophy of procedural justice. Officers 2 and 4 shared it was vital for officers to have a common language and paradigm to work from, and that education programs helped create this baseline understanding. Table 1 lists the activities and methods that participants mentioned as being used in their department to move procedural justice.

Table 1

Activities and Methods Used

Activity or Mentions	Number of Respondents	Instances of Mention
Classes	6/6	18
Posters/Placards	3/6	14
Training, on the Job	6/6	43
Training, in the Classroom	5/6	28
In-service Training	2/6	6
Modeling by Leaders	6/6	32
Educating the Community	3/6	4

The concept of formalized education through classes and on-the-job training was one mentioned by six of six respondents. Two of six respondents specifically referenced in-service training with five of six referencing classroom training. It is unclear if in-service training and classroom training are distinct offerings provided to officers. Officers provided additional commentary around the role of education programs and their importance in the strategic implementation of reform as well as the perception of efficacy discussed later in the study.

Officer 2 described the education of a police officer by stating:

I remember learning when I went through college to be a police officer. They started with the community policing approach. But the roots of law enforcement in this country, or as I understand it now, police officers were used to come and capture escaped slaves. There is generational trauma there that a lot of folks experience because of that history. It is that kind of stuff that we learned in procedural justice training that tells us law enforcement has been used in the wrong ways quite a bit. We've got navigators now that are helping us bridge the gaps.

Officer 6 indicated:

We have done a lot of work here on procedural justice. We had classes and posters and a whole lot of sessions that we had to sit through to understand what it is and what it means. If you ask me, we may have done too much of it. I listen to all sorts of stuff on procedural justice at every training day.

Officer 1 referenced a comprehensive departmental education curriculum:

We have the posters; we have department-wide classes. I mean we have had them every year at in-service. Every year we get another review of the different phases of PJ. I see all the classes, but I still see a disconnect between PJ and how it is implemented and rolled out on the street.

Officer 4 gave a description of the genesis of training in the department by stating:

We rolled out the program a few years ago. They recruited some officers who were well respected, shipped them out of state to some cities for training. They trained for quite some time and then they came back and provided training to the rest of the officers in the department. I think we have actually had three rounds now of procedural justice training over the last few years. I don't see any way it can hurt to train young officers to keep in mind where people are coming from and the situation they are in and what their lives are like and what their view of you as an officer might be compared to the way they were raised and the environment they were raised in.

With a robust training program and curriculum in place, the officers shared the importance of the need for this training. Officer 4 referenced that the concept of procedural justice was not something that was familiar or common among officers:

It just came to me and a lot of other officers naturally. At first, I assumed that would be

the case for all officers. But then as I thought about it, I realized that some officers had a pretty narrow view of the world and I don't call it people skills, but just a kind of narrow base—and I realized that it wasn't an automatic thing for all the officers.

In addition to the formal education of officers and the department personnel, three of the officers indicated the importance of bridging the gap between community and police by ensuring the education of community members. Different than community relationships, the education of community was focused on building the same language and procedural expectations that community may have when they are the recipients of procedural justice policing. The officers indicated that efforts to educate the police are vital, however equally important is the education that the community receives that acknowledges the transformations that occur as a result of reform. Officer 2 referenced the written materials available throughout the city:

I think you'll find it in a lot of the precincts and on the city buildings. We have a placard that is on the walls with it and that stuff is important because it makes you think of it when you see it.

Officer 1 and 5 discussed the importance of the community having a strong frame of expectation from the members of the department they encountered. Each expressly discussed the relevance of education programs built in partnership with the community, whose attendees reached beyond the members of the department. Officer 5 stated:

Even as we are trying to change and make a big difference in policing, we can only do it so much. The community has to meet us there, they have to understand who we are as people and treat us fairly. So many people think that cops do things because of how cops are, when really there is a lot about our procedures that we don't get to improvise or improve. The community needs to know who we are and what we are doing.

Beyond the formal training experiences provided by the department, each of the six participants mentioned the importance and relevance of on-the-job training and role modeling to ensure the pillars of procedural justice were apparent in the actions of members of the department. Officer 5 stated the importance of role-modeling as the key link between moving between formal education and tactical strategies stating:

You can spend all day teaching these young officers about PJ, but they don't really get it until they see the way things are done. That's true with all our training. It's not only about what you say, it's about seeing those things acted out in real time and having those moments of knowing exactly what someone is talking about.

Officer 3 indicated:

As a supervisor of mostly young officers, less than 5 years on the job, they are still pretty new. I am able to shift their way of thinking by doing things in a procedurally just way and showing them when we are out on the street together. I recently responded to a call and I used the terminology to de-escalate the situation. My young officers were watching and that is important because by my setting a positive mindset and tone, then I believe they will go out and be the same way.

Officer 2 continued this sentiment digging deeper into the idea that the attitude and interactions that officers have with one another are important to setting the overall tone:

I try to stay positive. There is a lot of reasons to be frustrated or whatever. When I come into roll call, I don't ever come in grumpy or complaining about a new policy that comes out or complaining about the Chief. I don't do any of that because I don't think its productive and helping them (other officers) have a good shift. You know, negativity is

contagious. I know being positive isn't one of the pillars of procedural justice, but just trying to be positive makes a big difference.

Officer 1 summed up the experience simply, "The leaders who live PJ, breed more PJ."

Procedural Justice Success Stories

Following their definition of procedural justice, participants were asked to provide an example of successful implementation of procedural justice behavior or practices. When addressing the topic of successes, six of six respondents shared stories of success that were specifically tied to witnessing strong police and community interactions of other officers while on the job. While not referenced specifically as strong interactions, the participants illustrated situations in which procedural justice was apparent in interactions between officers they had supervised, with the public at large and with behavioral changes among the staff.

Officer 3 recounted:

I see it on every shift our officers work. It's unbelievable the way that I get compliments about them all the time. They are out in the community and taking pictures of community members, attending ice cream socials, and what is awesome is I don't even have to ask them twice. They are making the connections to the community on their own and now, they are often emailing me and letting me know that things are going on in the community that we should be a part of.

Officer 5 shared statistics of the department, including the events that have drawn more support from the community. The Officer stated:

At first, I didn't believe in all this stuff. The procedural justice thing was just words that didn't have anything to do with how we had to do our jobs. But now, when I think about how people turn out for our events, to support us and to make sure we have what we

need, THAT is when I know that procedural justice is working. There is a give and take with the community that can only happen if we have that procedural justice lens.

Challenges and Barriers to Procedural Justice Adoption

Officers were asked to share the challenges and barriers to the adoption of procedural justice behavior and reforms within their department. Questions 4 and 5 of the instrument specifically addressed these topics and can be found below.

Q4. Describe a challenge you face as a leader implementing procedural justice-based policing in your department.

Q5. What do you think the biggest barriers are to officers adopting new behaviors?

A series of key words emerged on the topic of challenges and barriers. As the participants shared their experiences, they centered themselves around five key words or phrases as demonstrated in Table 2. Notably, all study participants referenced police culture and officer character. By far, the most repeated key word was *character*. This word was mentioned 43 times, nearly twice as many times as the second most common key reference to time.

Table 2

Success, Challenges and Barriers

Success, Challenges and Barriers	Number of Respondents	Instances of Mention
Character	6/6	43
Police Culture	6/6	18
Time	4/6	31
Positive Interactions	3/6	14

Character. Consensus was shared by subjects that the most important elements of implementing procedural justice reform in a department was the character of the officers. Every officer confirmed that the quality of an officer's character and the character of the commanding officers had a large impact on the ways procedural justice was understood, internalized and implemented. This impact was largely due to the definition many officers had around the concept of The Golden Rule and the ways implementation of fairness required an officer who exercised empathy and perspective-taking from a place of fairness and high moral character. Officer 2 stated:

We can use the placards on the wall, and we can talk about procedural justice but if you aren't a nice person, I don't think any level of trainings can help you become a nicer one. The training in our department has been well-received but some people are just jerks, and there are jerks in every industry.

Officer 3 expressed:

I tell my officers this all the time, that how you treat people—whether it is on the street, in the community or it is the person sitting next to you—someday they are going to cross your path again and they'll remember you. They will remember how you treated them and if you didn't treat them very nice then it may not end well for you. It makes me very happy to see our officers carry the compassion they have for others when they go on calls. So, obviously they are into the procedurally just way when they go out there and are kind in their work.

Officer 1 discussed the relevance of character:

You know, it's easy for a Chief or someone to say, 'We are doing this,' and have some training sessions. But this has a lot to do with getting qualified supervisors who are the

right people in the right places. You have to pick the right people who have the aptitude to believe in PJ and to be good leaders and instill that in others.

In addition to the comments about character in general, there were specific mentions of the character of leadership. Each of the officers mentioned the character of their leadership and the importance of their exposure to procedural justice—either through observation of leadership behaviors or as a result of procedurally just interactions with leadership. Officer 6 specifically mentioned the ways department leadership changed over time and the impact the individuals had on the overall departmental attitude towards policing reform:

In this department we have had a lot of problems and leaders who have come in and wanted to change things. The problem is that if the leaders don't walk the walk then nobody cares if they talk the talk. That is what has worked so well this time around. We have leaders who are just really good cops. They believe this stuff and they have sacrificed their whole lives to live in this procedurally just way. Nobody thinks that our Chief is just doing this for lip service. They know that he believes this in his bones, and he is the first one to go out and provide service to the community, and smile and be a part of all the ass-kissing type stuff that makes procedural justice work.

Police culture and time to evolve. Six of six officers discussed the topic of policing culture when responding to questions about the barriers to procedural justice reform. References to culture indicated that policing and the history of policing produced an occupational culture that was understood and adhered to throughout the department. Officer 2 spoke about culture and the resistance to change:

I think sometimes the culture of a police department or the culture of a group of people prevents them from changing. When I say culture, I am talking about patterns of

behaviors. It's just that sometimes people are resistant to change, because they think they already know this stuff.

Officer 5 indicated that the culture of policing was hard to change and reform, and good ideas did not always change the way a group behaved:

You know a lot of us were brought up through the armed forces. We have background in that, and we have families that have been in law enforcement forever. The way policing is done isn't new and it is even harder to change when you have generations of history and discipline to be a certain way. Making procedural justice work means that we shift the culture and we get people talking about what we do in new ways.

Officer 3 maintained:

Any time you want something to change it isn't easy—especially with police officers. However, the sooner you instill PJ into police culture, obviously the more you are going to be able to see it become part of your current police culture. You are going to have new officers being trained on it getting more on board.

The Officers also indicated that for the culture to make a shift to procedural justice-based policing, it would take time for new thoughts and approaches to take hold. Officers 2 and 6 reflected on the changing personnel and the role that time would play in the demonstration of new behaviors and new norms.

Officer 2 indicated:

You know it is unfortunate that we are not just going to see instant results. I know a lot of cops that have been here for a decade, and they aren't changing. But hitting those newer officers in the academy will be a good start. Everything takes time. I think a lot of times people want instant gratification for something new. You think if you do training for one

day you are going to get different results. I think it just takes time for something to become ingrained. We bring on 40 new cops a year and that means that as veteran cops retire, we have a new group of people who are looking at things in a whole new way.

Officer 6 acknowledged:

When I started here, we had a lot more cops who weren't into this type of stuff. But those old guys are leaving now. They are going away and the new ones won't know anything but this PJ stuff. Give it a dozen years and the entire thing will be different because those cops will have been doing it for a long time.

Positive interactions. Throughout the interviews, participants mentioned the role of positive interactions on changing the ways cops approached policing. In addition to the topic of character and role modeling, the officers indicated the importance of positive interactions among department personnel and with the community.

Officer 3 stated:

I was in the back of another officer's car, and he came in and was like, 'screw this and screw him, and blah, blah, blah.' I stood up and said, 'OK, I am going to throw a word out here.' Yes. We aren't always going to agree with what people say or do, but we always have to be professional, which is one of the key words in procedural justice reform.

Officer 6 indicated:

So much of what we do as cops is in the news and in the media. We get bashed all the time, and with that comes an unwillingness to adapt and change. It's almost like it breeds resentment. But what I have seen is that when cops are complimented or have positive interactions with the public, they feed off that stuff. They want to do more and to have

more people say nice things. That is important, for us to hear all the good stuff to what we are doing and not just the bad.

The two-way impact of positive interactions was mentioned by Officer 2 who indicated positive interactions with the community are foundational to procedural justice:

We did this project and we were trained to build trust within our department through the actions we take. We were giving away bikes and helmets and ice cream sandwiches. We spent our time trying to build trust—in particular with the youth—so that when they did have a need to have a cop on a scene, that cop was a friendly face. Those interactions make our job that much easier. It's like when you need to show up to a place and people are happy that they know you.

Chapter 4 Summary

The study focused on the insight of six individuals who lived the task of leading policing reform efforts. Those six leaders were asked a series of eight questions in qualitative semistructured interviews. The data resulting from those interviews was analyzed into four major themes. The identified themes were as follows: formal education is important, character matters, modeling is vital to behavioral change, and allowing time for culture to evolve is needed. The findings from the case study suggest that within these thematic areas are the key areas of focus for leaders who may be implementing reform in their own department.

The study participants were loosely aligned on topics such as defining procedural justice and the successes, failures and barriers to the implementation of procedural justice reform efforts in the department. While study participants had different areas of emphasis or interest, they did not make statements that put perspectives at odds with one another.

Chapter 5 contains a discussion on the conclusions based on the findings of the study, as well as recommendations that result from the analysis of the case studies. Chapter 5 will guide the reader through the thematic findings, conclusions, recommendations and suggestions for future research. The chapter will conclude with a summary of the contribution to the body of knowledge.

Chapter 5: Conclusion and Discussion

Introduction

Police reform in the United States is a topic that has garnered a large amount of attention both in the media and with public policy advocates. The United States faces a unique challenge in the implementation of reform due to the decentralized oversight of policing, a feature far different than the institutional structure in other nations (President's Task Force 2015). Reform advocates, through an examination of theory and research, have evolved the case for policy reform focused on trust and legitimacy and based on the adoption of a foundational guiding principle known as procedural justice (Tyler et al, 2015). Research relevant to the study of procedural justice-based police reform largely focuses on the attitudes and experiences of individual officers or the community at large (Bond et al. 2015; Nix, 2015; Sunshine & Tyler, 2006). The existing body of knowledge provides important information about attitudes of both the community and individual officers towards reform strategies as well as insight into the experience of shifting paradigms and behaviors among officers. The gap in the literature can be found by the absence of research that addresses the leader experience when guiding procedural justice-based reform implementation within the department. Accountability for policing policy rests with individual department leadership and as a result, understanding strategies for implementation and the efficacy of those strategies, is vitally important in creating a body of best practices to influence and aid additional leaders faced with similar challenges. This study examined the leadership experiences in a single department currently undergoing reform in line with the adoption of a procedural justice approach to policing. The study was designed to document an understanding of approaches that were taken to encourage department adoption of

procedural justice based policies and behaviors, as well as to document the barriers to adoption experienced by the shared leadership of the identified department.

The methodology used for the study was multi-case study conducted through a selection of purposive sampling targeted at a single police department (Yin, 2016). The single department approach was used to ensure depth of leadership experiences across varying locations, roles and responsibilities. Selecting a single department also was essential to allow room for the contextual nuances of the identified department including the shared history and community relationship. A study that involves more than one department would have introduced a number of variables that could negatively impact fidelity of the results. The leadership role takes many forms in police departmental hierarchy including responsibility for departments, initiatives, specific targeted community groups, policy changes and officer oversight. The identification of study participants was limited to individuals who have direct oversight responsibilities for other officers in the department. This continued narrowing of focus allows for the collection of information specific to the area of reform as it relates to driving officer adoption of both theory and practice of procedural justice policing through the changing of mindsets and behaviors. Additionally, the targeted sample of the study was intentionally narrow to ensure the depth of stories of leadership challenges, barriers and successes could sufficiently be captured.

Participants took part in an eight-question semistructured interview designed to allow study participants an opportunity to contribute information relative to the topic of procedural justice reform implementation. Narratives collected were synthesized, key phrasing was extracted and then coded across key words and topic phrasing. This approach to data analysis created strong correlation to a subset of themes. The themes of the study reflected areas of interest and subsets of strategies used for the implementation of procedural justice reform. The

four themes identified were: Formal education is important, character matters, modeling is vital to behavior change, and allow time for culture to evolve (see Figure 7).

The study was limited by the sample small size and narrow focus of a single department. These limitations lend themselves to the creation of additional recommendations for further research and clearly implicated practice, policies and theories of procedural justice reform in policing departments discussed later in this chapter.

Summary of the Results

Based on recommendations made in the 2015 President's Task Force on 21st Century Policing, modern police reform centers on a call to action for community relationship building under a sociological theory known as procedural justice (Tyler, 2006). Key to the concept of procedural justice reform is a redesign of policing practices that focus on the relationship between police and community that is built upon existence of trust and legitimacy. Procedural-justice based reform efforts can include a wide array of policies, procedures, strategies, organizational design and psychological and behavioral shifts that are focused on improving trust and legitimacy (President's Task Force, 2015). This study was conducted to examine the practices of leaders committed to implementing procedural justice reform. Through the collection of leadership stories, information was collated into themes. The themes aid leaders in understanding key areas of focus when creating effective strategies for the realization of the goals of procedural justice reform. The collected stories provided insight into strategies and behaviors that have led to successful reform-based practices that have improved adoption in the department. The collected narratives also provide an identification of common challenges that hindered a department throughout their procedural justice reform efforts.

The key research question for this study was: What are the challenges that police leaders face when implementing a procedural justice reform initiative? Multi-case study was used to capture the experiences of leaders throughout a police department undertaking reform efforts related to the realization of behaviors and policies that demonstrate an approach of procedural justice. Examining the experiences of leaders responsible for the implementation of reform practices was important in collecting practical and tested strategies to bring about lasting reform in modern police departments. With the call for modern police reform through community building and partnership based on procedurally just practices of law enforcement (Weitzer, 2015), understanding ways to impact a strong occupational culture with a rich history will allow additional departments to identify and implement practices that can produce desired results in shorter amounts of time.

Participants for this study were identified through the process of purposive sampling targeted at identifying leaders with responsibilities that included direct oversight of other officers. These leaders engaged in an eight-question interview that included questions related to successes, barriers and overall approach and definitions to the concept of procedural justice reform. This study was highly relevant because it examined the experiences of leaders already committed to procedural justice reform through interactions with the National Initiative for Building Community Trust and Justice. Departments participating in this initiative are committed to implementing reform strategies that will focus on the implementation of procedurally just policing practices.

The study produced data that was relevant to understanding the leadership experiences specific to the department studied. The implications of using this narrow set of study participants resulted in a failure to examine and collect best practices of procedural justice reform

implementation as was intended by the research question. Instead, the study produced an understanding of the efficacy of tactics and strategies that were implemented in this specific department. Despite the designation of leadership roles in the department, the participants were clear that tactics and strategies selected for reform were chosen by the highest level of leadership with little input by those leaders who would be responsible for their implementation. The result of this is a look at the efficacy of chosen strategies. The study produced insight into the areas of focus that are important to effective implementation of procedural justice concepts, and the participants provided insight into broad thematic challenges within a department undergoing reform. The identified areas of focus included: the need for formal education, the importance of character within the department, the benefits of on-the-job modeling, and the acknowledgement of time as a limiting factor in adoption speed.

Discussion of the Results

When police departments take on the task of reforming behavior and procedures related to policing few directly related stories are shared that help illustrate the specific ways reform is attempted. A leader who may be wondering what might be effective must rely on trial and error or a network of colleagues to land on specific tools and tactics that can be used to introduce and implement the reform. The purpose of this study was to collect and share those leadership experiences, specifically as they relate to procedural justice-based reform, in order to provide future leaders with support as they address the topic of behavioral and procedural changes in their own department. Rather than point to specific strategies, the findings of this study point to key themes that arise in the conversation surrounding procedural justice reform. The concept of normalizing procedural justice reform implementation practices became less feasible in this study than understanding the fundamental areas of opportunity that leaders should intentionally

address on their journey to change. The research helped identify four key themes: formalized education, importance of character, on-the-job modeling and the time needed to realize changes in both culture and behaviors. These themes point leaders to areas where intentionality could yield progress and where avoidance or failure to address these themes could create the most risk.

The President's Task Force (2105) recommended of "police and sheriff's departments should adopt procedural justice as the guiding principle for internal and external policies and practices to guide their interactions with the citizens they serve" (p. 11). The first question asked of all participants was to define procedural justice reform. This question was imperative to determining a baseline understanding of the concept of procedural justice as well as determining if all leaders in the department were striving towards the same philosophical goal. Participants broadly defined the concept of procedural justice as: positive behaviors towards others that would result in reciprocal behaviors. The department examined in this study had an adopted definition of procedural justice that includes four key pillars: trust, respect, voice, and neutrality. In the efforts to implement procedural justice the department has implemented classes, trainings and other messaging vehicles to ensure the adoption of the definition and the core components of the theory of procedural justice. Placards can be found at physical locations throughout the department, creating a constant and direct reminder of the procedural justice definition within this department. Despite the formalized definition of procedural justice, minor variations on the definition existed in this study. Each definition was conceptually congruent with the others. The single outlier existed as commentary about the spirit with which procedural justice was applied. This outlying data point was a contextual anomaly. Overall, the data suggested a strong centralized definition of the term procedural justice and corresponding understanding of procedural justice as an approach to policing interactions.

Throughout the collection of the case studies, subjects referenced the need for and efficacy of formalized education. Directly following the questions related to definition, subjects were asked to identify ways procedural justice reform was presented in the department. Each subject directly named the training classes that were provided to employees through the department. Subjects indicated that these training classes were well received by employees and alluded to the role of formalized education in creating common meaning of the procedural justice concept. Additionally, subjects identified that the knowledge provided in procedural justice training was not knowledge that was commonly taught in other settings. One officer indicated that procedural justice training contained new concepts and understanding that was not taught in formalized criminal justice education prior.

Highly referenced by study participants was a set of intangible behaviors related to the character of both individual officers and leadership that have had a profound impact on the way police officers choose to conduct their duties. According to study participants, the presence of strong moral character was likely to increase the likelihood of engagement in procedurally-just policing practices. The character theme emerged through the identification of the direct key word, character, as well as morality, integrity, and extensive descriptions of behaviors that could be identified as demonstrating empathy or making connections to the community. Character as a label was shared directly by a limited number of study participants and adopted by the researcher as indicative of a strong moral compass that aligns to positive desired interactions with community members. Study participants identified this concept of character as central to the successful implementation of procedural justice-based policing.

Each of the study participants identified the role of on-the-job modeling in the adoption of procedural justice practices. Frequently coupled with the call for strong character, participants

indicated an advantage to adoption and sustainability when officers could see or experience procedural justice practices in their own day-to-day duties. Additionally, the study participants were quick to indicate that the modeling of procedural justice-based practices were essential to their own learning and adoption.

The theme of time, and how it related to the adoption of procedural justice reform, offered insight into the challenges of changing the policing culture. The historical context of the department being examined, as well as the overarching understanding of police occupational culture, revealed the challenges that departments face when asking its employees to shift paradigms regarding the responsibilities and roles of police officers. Participants indicated resistance to change, in general, and expanded upon the need for positive experiences to help reform efforts take hold and to create new, normalized behaviors and ways of working. Subjects indicated strong connections to command and control organizational structures that are largely hierarchical and the difficulty of shifts in single departments as they exist in larger frames of reference and historical context.

Discussion of the Results in Relation to the Literature

The conceptual framework used to understand modern policing included research relevant to four major categories. Applicable literature was categorized across items relevant to procedural justice, items relevant to policing leadership, items related to police occupational culture and items related to policing reform (see Figure 1) as demonstrated in the chapter 2 literature review.

The findings from this study include a series of four themes that reflect areas of key importance in the leadership of a reform effort that is aligned to procedural justice. The themes can be found in Figure 7.

Looking across the emergent themes and the conceptual framework, clear links can be made between the findings of this study and the conceptual framework. Table 3 demonstrates the areas where the emergent themes and the conceptual framework overlap to identify the components that can be used to understand the context of policing leadership as it relates to procedural justice. Ongoing research relevant to the topic of leadership of procedural justice reform would likely overlap with research that examines each of the four areas in the conceptual framework.

Table 3

Comparison Between Emergent Themes and Conceptual Framework

	Conceptual Framework Subareas of Focus			
	Police Culture	Procedural Justice Based Policing	Police Reform	Police Leadership
<u>Emergent Themes</u>				
Formal Education is Important	X	X	X	
Character Matters	X	X	X	X
Modeling is Vital to Behavior Change	X	X	X	X
Allow Time For Culture to Evolve	X		X	

Formalized education is important. Results of the study included the identification of the importance of formalized education programs to enhance the understanding of procedural justice as a foundational principle. Subjects indicated the benefits of education encouraging the

understanding and adoption of procedural justice in department policing practices. Subjects indicated that encouraging adoption of procedural justice concepts and behaviors would eventually lead to the further evolution of the police culture. The use of formalized education to encourage the understanding and adoption of procedural justice as a foundational principle aligns to the conceptual framework and literature. The President's Task Force (2015) includes recommendations related to the training and education of officers. Pillar 5 of the Task Force report centers around training and education. Of the 13 recommendations presented by the Task Force in relation to training and education, none directly address the topic of procedural justice. However, the recommendations made by the Task Force align with the information shared by the subjects of this study regarding the relevance and need for consistent education that helps to move the topic of procedural justice forward through the education of officers. This study and the identification of formalized education needs is also congruent with Karp and Steinmark's (2011) findings that training has a pivotal impact on the ways that officers learn to complete their jobs. Ruggs et al. (2016) provide insight into the role of training as it relates to implicit bias and the breakdown of instinctual behavior in order to build desired behaviors and responses in officers. Study participants recognize the paradigm shift required to realize procedural justice as a guiding principle and the role that re-education plays in establishing a clear understanding of the path forward. Officer 4 recognized this as:

It just came to me and a lot of other officers naturally. At first, I assumed that would be the case for all officers. But then as I thought about it, I realized that some officers had a pretty narrow view of the world and I don't call it people skills, but just a kind of narrow base – and I realized that it wasn't an automatic thing for all the officers.

This study aligns with literature across all four key areas that formalized education is important to progressing policing across all areas of the conceptual framework; leadership, reform, procedural justice and culture.

Character matters. Participants in this study indicated the importance of character as a key element in effective implementation of procedural justice policing. Subjects both directly and indirectly identified character in their responses to interview questions. The concept of character is manifested across all four areas of the conceptual framework. While, the conceptual framework used for this study did not include a targeted assessment of literature related to character in police officers, the literature studied shares a similar indirect indicator of the importance of character alluded to through behaviors, mindsets and practices that are essential to positive interactions between police leadership, rank and file officers, and community members. Within the realm of leadership, Kingshott (2006) and Silvestri (2007) both addressed the concepts that leadership style and choice has a high impact on motivating the actions of individual officers. As leaders sit in a role of exemplar of good policing, leaders who demonstrate character empower younger officers to mimic and repeat the same behaviors.

Modeling is vital to behavior change. Subjects participating in this study provided personal accounts of the importance of on-the-job modeling of procedural justice-based policing practices. Subjects indicated that while training was important to shifting the mindset of officers, shifting behaviors was more frequently effective when tied to the ability to see the desired behaviors in action. Positive interactions with the community through modeling the procedurally just behaviors results in improved perception of the practices by officers (Bond et al., 2015; Nix, 2015). The participants in this study demonstrated similar responses as those indicated in previous research, that positive interactions positively impacted the perceptions procedural

justice policing by officers. Officer 5 stated: “you can spend all day teaching these young officers about PJ (procedural justice), but they don’t really get it until they see the way things are done”. Beyond the changes in officers themselves, Sunshine and Tyler (2006) frame the conversation of procedural justice in reference to the ways that procedurally just practices demonstrate a positive increase in lawfulness within the community.

Allow time for culture to evolve. Research participants reported a need for time in changing police departments and policing culture. Manning (1977) and Loftus (2010) focused on the role of occupational culture as vital in understanding police attitudes towards the public. In Chan’s seminal study (1997), explorations were made into the attributes that make up police occupational culture. These attributes include concepts like command and control, masculinity, authority and other elements that were identified by subjects as the very elements that will require time to evolve. Chan’s theories on policing culture include a model of police culture that is based on the historical, social, and interactive features of policing (1997). Subjects indicate that procedural justice-based policing requires a shift in attitudes, behaviors and culture, which are demonstrably unique to policing and ingrained through on the job training. As policing changes under reform efforts tied to procedural justice, the attitudes towards the public are likely to change. Participants reported a shift in understanding the public as a result of formalized education programs and on-the-job experiences that have altered attitudes and perceptions of the community/police relationship. Officer 2 described the change as:

Everything takes time. I think a lot of times people want instant gratification for something new. You think if you do training for one day you are going to get different results. I think it just takes time for something to become ingrained. We bring on 40 new

cops a year and that means that as veteran cops retire, we have a new group of people who are looking at things in a whole new way.

Limitations

The targeted sample population was a limiting factor in this study. Asking current leaders in departments that are committed to reform efforts to reflect on the efficacy of those efforts could have created a vulnerability of the perceived success of the department as it relates to its primary strategic initiative—procedural justice reform. All leaders were willing to engage in dialogue around efficacy of individual strategies and spoke candidly about their perspectives on procedural justice-based reform. This is likely attributable to a sense of duty in sharing outcomes as a result of participation in the National Initiative as well as the work of the researcher to assure participants of their confidentiality throughout the study.

Common to many case studies, challenges regarding context was a clear limitation to the efforts of this study. The decision to focus the study on a singular department limited the experiences to the department selected. The unique factors that make up the department context include everything from employee tenure to historical community/police relationships and recent trauma. The context of the department likely had an influence on the executive decisions made regarding the selection of reform strategies. Consequently, this limitation impacted the results of this study as the educational programs and implementation strategies were consistent throughout the department. As a result, the reflection of the subjects on the interventions or practices used focused on the adoption and efficacy of these specific tactics. The goal of the study was focused on a collection of best practices but resulted in an examination on efficacy of current practices in use by the identified department.

Delimiting factors, or boundaries set for this study, included the use of timing constraints for data collection, semistructured interview questions, and targeted population samples (Simon, 2011). Police leadership roles are considered highly volatile with movement between assignments common among leadership. To limit the exposure to dynamic outside contextual changes and to ensure a look at leadership in the moment, the subjects were interviewed over a short ten-day period. To complete the interviews in a ten-day period, the researcher had to operate efficiently, be well prepared and continually examine data to consider saturation. The use of semistructured questions focused the data collection and allowed the researcher to align responses to specific questions.

Implication of the Results on Theory, Policy, and Practice

The primary purpose of this research was to collect information related to best practices in procedural justice reform strategies that could be shared across the police leadership community. While the study did not produce a list of specific best practices to be implemented or used, the study did present a series of important thematic elements. These thematic elements are points of consideration for departments who will seek to implement the recommendations of the President's Task Force recommendations (2015) and to create a foundational principle alignment to the concept of procedural justice in the future. The results of this study have direct impact across theory, policy and practice.

Theory. With encouragement to adopt procedural justice as a foundational principle in policing, a universally coined definition will be important to shaping the shifting paradigm. The adoption of a singular definition will enable an institutional change with well-defined objectives and a clearly articulated vision statement. While all participants in this study were able to demonstrate a congruent definition of procedural justice, variations in definition between the

literature and the live subjects suggests a need for refinement of the conceptual understanding of procedural justice. Study participants recognized the importance of formal training in their understanding and acceptance of procedural justice-based concepts as applied to policing. For this study, all participants served in a department that had previously implemented an ongoing education program that included the introduction to procedural justice and a departmentally driven definition of the terminology. The department's success was demonstrated in the alignment of responses related to understanding procedural justice however this interpreted definition does not match the theoretical framework presented by Tyler et al. (2006). Both the work of Tyler (2006) and the adoption of the President's Task Force on 21st Century Policing (2015) have effectively coined the term procedural justice, though universal understanding of its meaning is still unclear.

Based on responses from participants, procedural justice as a foundational principle in policing may not yet be included in university or trade-level criminal justice curriculum. Recommendations under Pillar 5 of the Task Force (2015) include the need for centralized curriculum across law enforcement. This study reinforces the urgency for curriculum that is inclusive of concepts related to procedural justice. In the effort to transform both individual departments and the institution of policing, it will be vital for end-to-end adoption of defined language and corresponding training of the theories to ensure that this approach to policing is differentiated from other reform efforts.

Policy. Adjacent to the importance of standardized definitions and adoption are the creation and implementation of behavioral outcomes that demonstrate procedurally just policing. Bayley (2006) examined common policing standards as a part of the implementation of earlier reform practices. The use of standards in policing procedures that are aligned to procedural

justice practices is likely to change the ways in which tactical strategies for reform are implemented. Participants in this study identified the importance of on-the-job modeling and leadership modeling in order to understand procedural justice as more than a theory. Participants indicated that the current state of procedural justice-based policing flows from theory directly to implementation, leaving the interpretation of procedurally just actions up to individual officers who may either be inexperienced or who have historical references of policing activities and behaviors that are not in line with the philosophies of procedural justice. The resounding definition of procedural justice as a reflection of The Golden Rule, seen in this study, is evidence to the wide berth of interpretation that is possible under current implementation strategies. The creation of standards and operating practices that protect both the police and community can help address some of the concerns found by Lynch (2018) and disparities between what is taught to police officers versus what is measured, shared and implemented among officer groups. The data collected in this study supports the recommendations provided by the President's Task Force (2015). The Task Force identified officer training and education as central to the reform of policing, a recommendation that aligns to the experiences of individual officers in this study. Additional further refinement to the language of recommendations in the Task Force report would likely be helpful to move the recommendations from theory to policy and practice for individual departments. The current ambiguous state of the recommendations allows a wide berth for interpretation as it relates to policy implementation. The ambiguous nature of the recommendations do not provide specific actionable changes to policy for individual departments.

Practice. Beyond theory and policy, daily practices within police leadership continue to be ripe for change. This study identified the need for character among those tasked with policing

in a department committed to procedural justice. Hiring practices that include intensive and extensive screening for character are warranted as a result of the participants' full agreement and mention of the importance of character in effective policing. Hough (2016) encourages the use of industrial/organizational psychologists in the hiring processes of new officers, including the commitment to apply the knowledge of individual characteristics that demonstrate congruence to community based policing styles. Developing effective standardized screenings that rely on the existing research can help to solve for the character element as identified by this study's participants. Additionally, ongoing training practices targeted at expanding knowledge of procedural justice, as well as educating the community, were recommended by study participants. Among the most cited effective practices of procedural justice reform included the use of communication tools to reinforce messaging both in the community and within the department itself. The ever-present reminders of expectations and desires served as a cue to leadership of the strategic reform goals for the department.

Recommendations for Further Research

The implementation of procedural justice-based policing is a relatively new discipline with limited research related to the efficacy of the paradigm shift that centers on procedural justice. While various studies regarding the relationship between police and community continue to make a case for the application of this principle (Bond et al., 2015; Nix, 2015), the measurements of the efficacy of principle remain limited in the current research.

The known limitations to this study were natural precursors to the recommendations for further research. The choice to study a single department created a healthy control or sample group to be used in further studies. Replicating the study in additional police departments and triangulating the findings against those in this study would provide a valuable insight into the

commonalities across context that could not be reached in this study. As efforts towards procedural justice-based police reform continue to be implemented in police departments, further guidance around the challenges and barriers that departments face will be essential. Given the unique governance of American policing, further studies into procedural justice and efficacy will need to be targeted at domestic case studies. Ongoing research into police department transformation will need to include like for like studies that can be applied in similar contexts.

Study participants cited a need for time to allow the desired changes to take hold in a department. Longitudinal studies related to effects of reform efforts on community relations, individual officer experiences and leadership retrospectives would be ideal to include the growth of the body of knowledge regarding procedural justice-based policing. As procedural justice principles are ingrained in the education of new officers, anticipated changes in trust and legitimacy perceptions between both officers and the community are likely. The measurement of these sentiments and overall policing and lawfulness data will provide further insight into the areas of refinement needed to continue the work of police reform that centers around procedural justice and the relationship between police and communities they serve.

Efficacy of specific reform strategies is another key area of interest for future studies. While this study sought to understand a wide breadth of interventions used, singular targeted interventions, such as changes to academy training, would further enhance an understanding of the impact these types of interventions make. While maintaining a focus on the leadership role in departments undergoing reform, studies could also be conducted to understand the rationale and decision making behind selected strategies.

Recommendations made in this study include the role of formalized education. Also unique to policing in the United States is the array of paths to careers in criminal justice and the

educational curriculum offered along those paths. Both this study and the President's Task Force encourage the coordination of educational programs that reach into various points throughout the educational journey and along different formal paths including military or university. A useful study into procedural justice would include the examination of these programs as well as relevant data to capture the effect of these programs on policing mindset, attitudes and beliefs and the impact these areas have on policing and crime statistics.

Procedural justice is rooted in the perception of police legitimacy. It would be remiss of this study to neglect mentioning the role of the media in the time that it may take for procedural justice reform to take hold. Weitzer's (2015) research on the public perception of police demonstrated that the number of incidents reported to the public via the media plays a large role in the ongoing relationship between police and community. While the participants of this study did not directly address the topic of the media, several references were made to the current state of police and community relations in this department. To protect the privacy of the department, further information regarding public perception of the department and specific incidents cannot be shared. Despite this limitation, it would be highly recommended that continued research be conducted to understand the relationship between reform efforts and the impact of media reporting on the time to adoption.

Conclusion

Since the start of this study, over 925 people have been shot and killed by police officers (Fatal Force, 2020). Statistics such as these, and the historical trauma of generations, has led to a national outrage against police. The need for reform that progresses and improves the relationship between community and police officers has never been more urgent. Even as departments continue to search for ways to reform policing practices and build community trust,

little is known about the challenges that leaders face as they implement these changes in their departments. This study sought to understand the leader experience in the implementation of targeted reform. The goal was to collect information that could be used to help other departments expedite and prepare for their own adoption of procedural justice policing. Participants in this study helped identify key themes relevant to the process of reform adoption—specifically the need for formalized education programs, character building and testing practices for employees, the importance of on-the-job modeling of reform behaviors and practices and finally, the need for time to allow the changes of these reform efforts to take hold and to truly transform departments and policing as a whole.

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Appendix A: Request to Solicit Participants

To: Chief of Police
From: KelliAnn Klindtworth, Principal Investigator and Researcher
Re: Request to solicit participation in research study

Greetings Chief [redacted]

The purpose of this email is to request your permission to solicit participants from your department to participate in an academic study regarding leadership of procedural justice reform at the [redacted] police department.

As you are aware, I am a student at Concordia University completing my Ed.D. in Transformational Leadership. My dissertation will be written on the topic of understanding the experiences of police leadership while implementing procedural justice reform. I will be seeking participants from your department who have acted in the capacity of leader and who can participate in an hour-long interview about their experiences as leaders of procedural justice reform.

To ensure the integrity of the study and protect the responses of the participants, all data will be used and stored with pseudonyms attached to the individual officers who choose to participate. All interviews will be held offsite (location to be confirmed). No individual leader will be identifiable through the data reported and study findings.

In order to solicit participation from your Officers, I will need your office to provide me with a complete list of email addresses for leaders who are currently serving in a leadership role that includes oversight of other officers. I am happy to work with your assistant to obtain this list.

Please let me know if I can work with your assistant to obtain the list of leadership emails.

With Thanks!
Kelli Klindtworth

Appendix B: Solicitation Email for Participants

To: Leadership Team
From: KelliAnn Klindtworth
RE: Request for Participants in Academic Research

Greetings Leaders!

I am reaching out to you to request your participation in an academic study on the topic of leading through procedural justice reform. The goal of this study is to understand the experiences of leaders during procedural justice reform efforts. The information you share will be used to identify themes and trends and to document the leadership experience that can then be shared with other officers and departments as they also work through procedural justice-based reform.

To participate in this study, you must be recognized as a leader of other officers within this police department and willing to participate in a one-hour recorded interview. All interviews will be held in [location redacted] the week of [redacted]. Your identity will be protected, and all participation will be confidential.

If you are interested in participating in this study, please respond to this email and include your rank and assignment. I look forward to hearing from you.

Best
Kelli Klindtworth

Appendix C: Scheduling Email for Selected Participants

To: Leaders Selected to Participate in the Study
From: KelliAnn Klindtworth
RE: Scheduling Your Interview for Academic Study

Dear [redacted]

Thank you for your interest and willingness to participate in my academic study on procedural justice reform leadership. Your experiences play an important role in our understanding of the challenges and opportunities to changing perceptions around policing and implementing real and lasting change.

The next step in our process is to schedule time for your interview. All interviews will take place at [location redacted] the week of [redacted]. Please respond to this email with 1–2 one-hour windows when you will be available that week.

I look forward to hearing your experiences and learning from you.

Best Regards

KelliAnn Klindtworth

Appendix D: Consent Form

Research Study Title: Understanding Challenges in Modern Police Leadership: A Multi-Case Study of Procedural Justice Reform Leadership

Principal Investigator: KelliAnn Klindtworth

Research Institution: Concordia University–Portland

Faculty Advisor: Dr. Julie McCann

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to explore the challenges that police department leaders face when implementing procedural justice-based policing reform strategies.

Participants

You are being asked to participate in the study as leader in a police department who is currently involved with changing their policing strategies using a lens of procedural justice-based reform. As this study is specific to the challenges of leadership, you have been identified as a person with personnel oversight responsibilities.

Procedures

If you volunteer to participate in this study, you will be asked to do the following: Participate in a 60 minute semistructured interview in person with me. Additionally, you will be asked to review and confirm a transcript of that interview within a week of the interview.

Benefits of Participation

There may/may not be direct benefits to you as a participant in this study. In this study, I hope to learn common challenges that leaders face when leading officers through the policy and behavioral changes related to reform. The end result of this study will help other police leaders as they begin the process of procedural justice based transformation and reform in their own police departments.

Risks of Participation

While, there are risks involved in all research studies; this study is estimated to involve minimal risk.

Cost/Compensation

This will be no financial cost to you to participate in this study. The study will take 60 minutes for the initial interview and an additional 60 minutes to verify the transcript. You will not be compensated for your time.

Contact Information

If you have any questions or concerns about the study, you may contact KelliAnn Klindtworth at [redacted]. For questions regard the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, you may contact the director of our institutional review board, Dr. OraLee Branch (email obran@cu-portland.edu or call 503-493-6390).

Voluntary Participatio

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice. You are encouraged to ask questions about this study at the beginning or at any time during the research study.

Confidentiality

Each interview participant will be assigned a pseudonym (i.e. Officer 1, Officer 2) to be used in all documentation. All interview notes will be stored in an electronicdrive account owned solely by the researcher. All resources will be kept as long as the researcher can protect the confidentiality of the information.

Your Statement of Consent:

I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

Participant Name

Date

Participant Signature

Date

Investigator Name

Date

Investigator Signature

Date



Investigator: KelliAnn Klindtworth; email: [redacted]
c/o: Professor Dr. Julie McCann
Concordia University–Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix E: Interview Protocol

Interview Time and Date:

Interview Location:

Name and Title of Interviewee:

Before we begin: This study is designed to capture your experiences as a leader of a police department that is implementing reforms based on a procedural justice approach to policing. The information you share will be kept confidential and your identity will be confidential. The goal is to understand the challenges that you face in leading these efforts so that other policing organizations can learn from your experiences.

1. Define what the term procedural-justice reform means to you.
2. Describe the activities and methods used to move your department into a procedural justice-based policing model.
3. Describe a success you have had in introducing procedural justice to your department.
4. Describe a challenge you face as a leader implementing procedural justice-based policing in your department.
5. What do you think the biggest barriers are to officers adopting new behaviors?
6. What do you think the long-term effects of procedural justice-based policing will have on your department?
7. Anything you want to add?
8. Added scenario: Imagine that another department was going to be implementing procedural justice. Based on your experience, what advice, recommendations or information do they think should be shared?

Appendix F: IRB Approval Form

DATE: May 20, 2019

TO: KelliAnn Klindtworth

FROM: Concordia University–Portland IRB (CU IRB)

PROJECT TITLE: [1427016-1] Understanding Challenges in Modern Police Leadership: A
Multi- Case Study of Procedural Justice Reform Leadership

REFERENCE #: EDD-20190501-McCann-Klindtworth

SUBMISSION TYPE: New Project

ACTION: APPROVED

APPROVAL DATE: May 20, 2019

EXPIRATION DATE:

REVIEW TYPE: Limited Review

Thank you for your submission of New Project materials for this project. The Concordia University - Portland IRB (CU IRB) has APPROVED that your submission fits the requirements for Limited Review. This project is EXEMPT from further CU IRB review according to federal regulations.

Attached is a stamped copy of the approved consent/assent form(s). You must use this/these stamped versions. The consent form was edited slightly and stamped as approved. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receive a copy of the consent document.

We will retain a copy of this correspondence within our records. Please keep this correspondence within your records.

At the time when you need to demonstrate that you have closed out your project, you can provide a copy of this letter, explaining that you are exempt from needing to close out your project.

The researcher is responsible to conduct research, even if it is exempt, with integrity and care. You are encouraged to continue to work with the CU IRB Office and involve others at Concordia University as necessary and prudent in your research.

If you have any questions, please contact Dr. OraLee Branch at obranche@cu-portland.edu. Please include your project title and reference number in all correspondence with this committee.

Appendix G: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

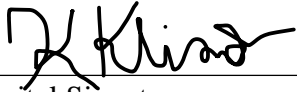
“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.



Digital Signature

KelliAnn Klindtworth

Name (Typed)

03-16-2020

Date